

# ***A PLAYBOOK FOR FLORIDA IET PROGRAMS***

## **INTEGRATED EDUCATION & TRAINING**



# ACKNOWLEDGEMENTS

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With gratitude,

Adrianna Chrestopoulos (author)



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# INTRODUCTION AND NAVIGATION

## INTRODUCTION

In 2021, the Florida Department of Education (FDOE) established guidance for Integrated Education and Training (IET) program implementation in response to the reauthorization of the federal Workforce Innovation and Opportunity Act (WIOA) that required states to provide integrated education and training services. This playbook builds upon FDOE's guidance to provide "plug and plays" for **IET program administrators across Florida** to design and implement high-quality IET programs that achieve the following:

- Comply with Florida state and federal policies.
- Increase the number and percentage of adult learners who enter postsecondary education; earn a degree, certificate, and/or industry credential; then pursue well-paying jobs that have opportunities for advancement.
- Support Florida in becoming the number one state in the nation for workforce education.

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 purposes of educational and career advancement.

*Final WIOA regulations at [34 CFR §463.35](#)*

This playbook includes pull-apart resources, templates, and case studies that emphasize 5 priority industries in the state of Florida:



**1. ARCHITECTURE AND CONSTRUCTION,  
WITH A FOCUS ON FOUNDATIONAL  
CONSTRUCTION SKILLS**



**2. BUSINESS ADMINISTRATION,  
WITH A FOCUS ON FOUNDATIONAL  
BUSINESS SKILLS**



**3. EDUCATION AND TRAINING,  
WITH A FOCUS ON  
PARAPROFESSIONAL PROGRAMS**



**4. HEALTH SCIENCE, WITH A  
FOCUS ON CERTIFIED NURSING  
ASSISTANT PROGRAMS**



**5. TRANSPORTATION, DISTRIBUTION,  
AND LOGISTICS, WITH A FOCUS ON  
SUPPLY CHAIN-RELATED PROGRAMS**

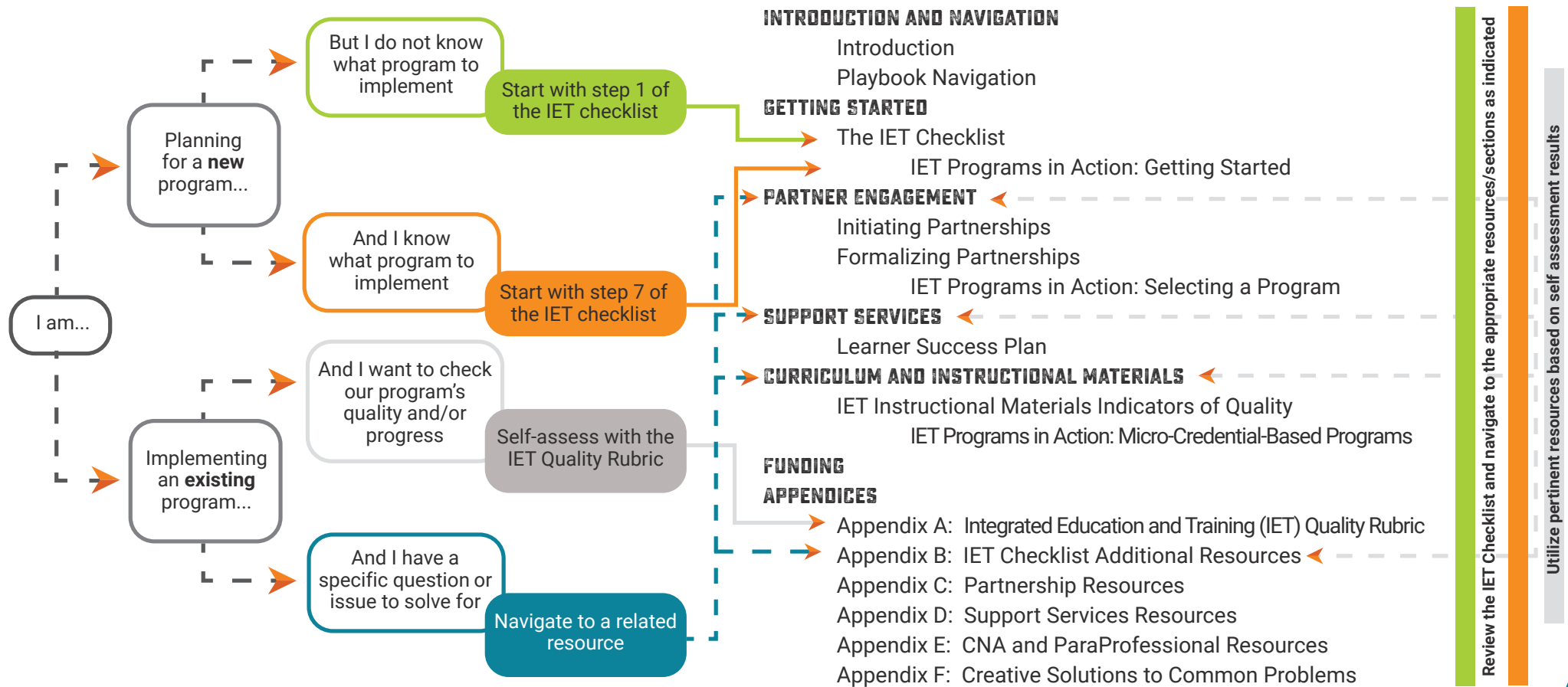
**SEE PLAYBOOK NAVIGATION ON THE NEXT PAGE TO GET STARTED.**




# PLAYBOOK NAVIGATION

Program administrators can choose to consume this playbook chronologically and in its entirety or by resource or section as needed. Figure 1: "Playbook Navigation Sample Use Cases" explains how program administrators might review and use the resources included. Click on the sections and resources listed under the table of contents to navigate directly.

**Figure 1. Playbook Navigation Sample Use Cases**

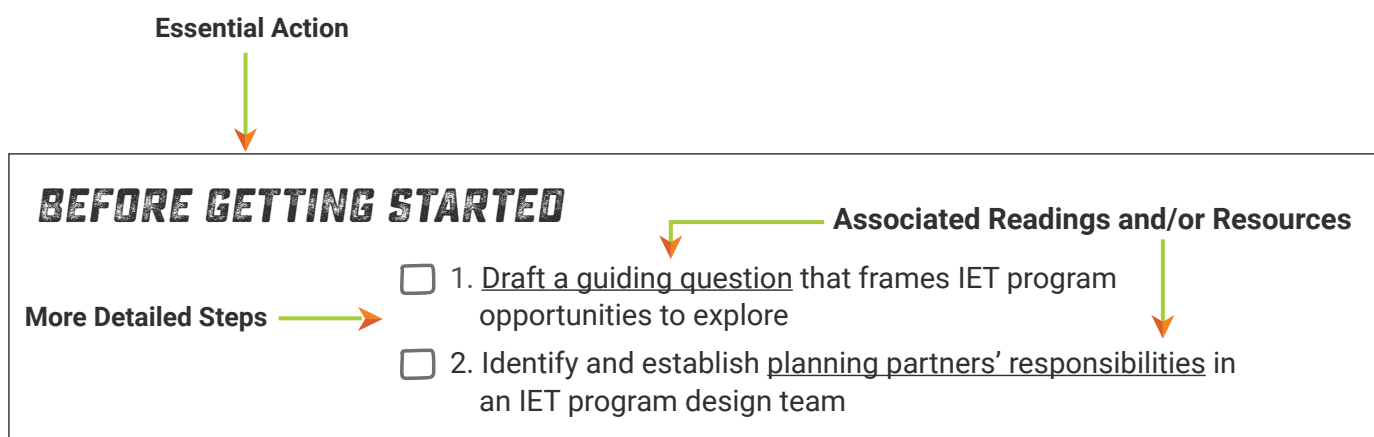


Additionally, any time this symbol  appears on a page, it signifies a resource that is meant to be reflected upon, filled out, and/or discussed with program staff to aid in the planning and implementation of an IET.

# GETTING STARTED

While the contexts in which IET programs are implemented vary widely to meet the needs of specific groups of learners, the high-level actions required to plan for an IET program remain consistent. The *IET checklist* includes the essential actions program administrators should take to ensure they implement a high-quality\* IET program, and underneath each action are more detailed steps for program administrators to take.

Each step has associated readings and/or resources. Program administrators can utilize the checklist as their primary resource and proceed through the remainder of the playbook accordingly, or administrators can proceed through the playbook chronologically, referring to the checklist as indicated by each section.



## **\*WHAT MAKES AN IET PROGRAM HIGH QUALITY?**

High-quality IET programs are employment driven, future focused, and learner centric with an integrated design. See the IET Program Quality Rubric for more detail.

## **TAKE NOTE!**

While these essential actions and steps are mostly intended to be chronological, the nature of planning and implementing an IET can be recursive. If working on particular steps and actions happen simultaneously, or out of order, do not let that stop you from moving forward with the planning process.



# THE IET CHECKLIST <sup>1</sup>



Before getting started:

- ☐ 1. Draft a guiding question that frames IET program opportunities to explore.
- ☐ 2. Identify and establish planning partners' responsibilities in an IET program design team.

Use local labor market data to identify **in-demand occupations**:

- ☐ 3. Conduct learner, community, and economic needs assessments (p. 107).
- ☐ 4. Reflect on needs assessment results to identify potential programs (p. 118).

Identify and **meet with local employers or business/industry associations** of in-demand occupations to discuss how the IET program can address employer needs:

- ☐ 5. Share occupations' potential for program development.
- ☐ 6. Initiate contact with local stakeholders aligned with occupations.

**Select an IET program** to implement:

- ☐ 7. Confirm that occupations for potential program development can answer "yes" to these initial questions.

Is the program designed around an occupation that:

- a. Aligns with local demand and employer need?
- b. Aligns with opportunities for educational or career advancement?
- c. Provides family-sustaining wages OR self-sustaining wages with future opportunities for family-sustaining wages?

- ☐ 8. Determine feasibility of potential programs to prioritize and select.
- ☐ 9. Begin to formalize employer partner agreements.
- ☐ 10. Begin recruiting or adjusting staff based on programmatic model.

Determine **key knowledge, skills, and competencies** learners must develop:<sup>2</sup>

- ☐ 11. Identify knowledge, skills, and competencies to develop a Single Set of Learning Objectives (SSLO).
- ☐ 12. Gain Florida Department of Education approval for the program.

<sup>1</sup>As program staff progress through the planning process, they should update other pertinent staff members on an ongoing basis, orienting them to the program. These resources are available for customization to be utilized with staff members.

<sup>2</sup>After selecting an IET program to plan for and implement (pp. 7–10), administrators should consistently reference the Florida Playbook for IETs: Policy, Personnel, and Budget Considerations worksheet to document potential impacts to policy, personnel, and expenses as programmatic planning progresses.

Identify **learners' potential barriers to success** through stakeholder discussions:<sup>3</sup>

- ☐ 13. Utilize needs assessment results to identify ideal participant populations.
- ☐ 14. Identify barriers to entry for future opportunities and program-adjacent learner needs.
- ☐ 15. Document the learner journey.

Meet with **community organizations** to determine services they can provide to learners:<sup>3</sup>

- ☐ 16. Match community organizations to previously identified learner needs and barriers to success.
- ☐ 17. Meet with organizations to initiate and formalize partnerships.

Develop **program-specific resources** that support the integration of education and training activities:<sup>3</sup>

- ☐ 18. Select high-quality instructional materials.
- ☐ 19. Design a program evaluation plan and data collection tools and procedures that support Florida-specific data requirements.
- ☐ 20. Finalize budget and identify additional funding sources as needed.

**Launch** the program:

- ☐ 21. Host student orientations.

<sup>3</sup>After selecting an IET program to plan for and implement (pp. 7–10), administrators should consistently reference the Florida Playbook for IETs: Policy, Personnel, and Budget Considerations worksheet to document potential impacts to policy, personnel, and expenses as programmatic planning progresses.

# IET PROGRAMS IN ACTION

## GETTING STARTED



### **BREVARD PUBLIC SCHOOLS: PARAPROFESSIONAL**

Brevard Adult and Community Education (Brevard) needs Instructional Aides (IAs), otherwise known as ParaProfessionals, just like districts across the nation. Brevard's Assistant Superintendent and the Director of Adult Education discussed the need for Instructional Aides as well as existing barriers to the occupation—with no certification testing offered in Brevard County, hopeful IAs had to travel out of the county to take the notoriously difficult exam. How could Brevard prepare people to become high-quality IAs and, thus, be prepared for the certification exam?

The Brevard County Adult Education program regularly asks community members and learners (current and potential) what programming they want to see implemented. Community support for a program is a must-have for Brevard, as is ensuring that potential opportunities for learners who complete a program yield sustaining wages; the program utilizes ALICE data for this analysis.

After the discussion with the BPS Assistant Superintendent, Brevard's Director of Adult Education and Learning Specialist Team began to research and plan for the implementation of a ParaProfessional integrated education and training program.

## CHECKLIST

- ☐ Draft a guiding question that frames IET program opportunities to explore
- ☐ Identify and establish planning partners' responsibilities in an IET program design team
- ☐ Conduct learner, community, and economic needs assessments
- ☐ Reflect on needs assessment results to identify potential programs

### **SANTA FE COLLEGE ADULT EDUCATION: ESOL BUSINESS PATHWAY**

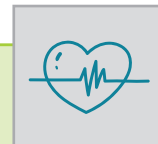


Santa Fe College (SFC) Adult Education offers adult education students pathways that stack into SFC associate's and bachelor's programs, are in demand, and demonstrate significant student interest. Program staff regularly reviews resources from CareerSource Gainesville, Hot Jobs assessments, and needs assessments conducted by broader Santa Fe departments to identify potential for program pathways. Even if they did not initially want to pursue the SFC business program, many students noted interest in a business pathway because they wanted to be able to find better jobs in the business field, or they became interested in business after taking Business English.

When preliminarily planning for prospective programs, the Santa Fe Career Pathways and Instructional Specialist brings together a larger group of staff for the initial planning committee; this often includes adult education instructors, career counselors, and representatives from the Santa Fe program (in this case, staff in the business department). The business department staff in particular will be instrumental in connecting learners to employment opportunities as there is not a formal employer partnership currently in place.

# IET PROGRAMS IN ACTION

## GETTING STARTED



### **COLLIER COUNTY ADULT EDUCATION PROGRAM: CERTIFIED NURSING ASSISTANT**

In 1974, when Lorenzo Walker Technical College (LWTC) first opened, NCH Healthcare System (NCH) was a founding advisory committee member. Almost 50 years later, NCH is still an invaluable partner to LWTC, especially to their Certified Nursing Assistant (CNA) IET program. LWTC's recent instructor shortage and NCH's nursing workforce shortage prompted the local adult education program (Collier County, or CCAE) to explore how to ensure adult learners could be quickly prepared to enter and thrive in the nursing workforce; since CCAE already offered Introduction to Healthcare, NCH knew that developing an employer-driven preparation program could help develop a grow-your-own pipeline.

The Florida Board of Nursing allows adults to challenge the CNA exam; if applicants achieve a minimum score, they can become a Certified Nursing Assistant by Examination. CCAE, in collaboration with NCH and BloomBoard's Nursing Assistant micro-credentials, sought to create a preparation program that would help adult learners do just that.

Program planning and implementation would be shared between the two organizations, so each organization brought various members to the planning committee:

#### **Collier County Adult Education**

- Adult Education Program Administrator
- Adult Education Program Instructors
- Health Science Coordinator for CTE (Consultant)

#### **NCH**

- Organizational Development Director
- Director of Education
- Director of Clinical Education
- Director of HR
- Chief Nursing Office
- Manager of the Simulation Center



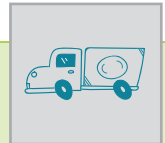
# IET PROGRAMS IN ACTION

## GETTING STARTED



### **LEE COUNTY SCHOOLS ADULT AND CAREER EDUCATION: CONSTRUCTION**

The Southwest region of Florida is always booming with new buildings, but the demand for construction increased significantly after Hurricane Ian hit Lee County. Lee County community partners shared with Adult and Career Education staff that in spite of nationwide materials and supply chain issues, they needed employees even more immediately. Lee County Adult and Career Education staff wondered how to bridge the gap between their learners, programming, and the workforce's needs. To address this need, staff began discussions and collaboration with the TriCounty Apprenticeship Academy, local building associations, and relevant, existing CTE advisory board members (Lee County's Adult Education program and Career and Technical Education program are housed under the same department).



### **BROWARD COLLEGE ADULT AND COMMUNITY EDUCATION: SUPPLY CHAIN**

Broward College has implemented numerous academic and workforce education initiatives; two of which, when combined, yielded the idea for a Supply Chain IET.

In 2017, Broward College received a LINCS grant that supported the creation of a national supply chain management education and certification program. Broward built upon the success of the grant and launched SCPro™ Fundamentals in partnership with the Council of Supply Chain Management Professionals. SCPro™ Fundamentals offers eight areas of training for entry and mid-level supply chain professionals that lead to in-demand industry certifications.

In 2018, Broward College expanded its service model to ensure all Broward County residents have access to free workforce training and student support services online and directly in neighborhoods throughout Broward County through their Broward UP (Unlimited Potential) program.

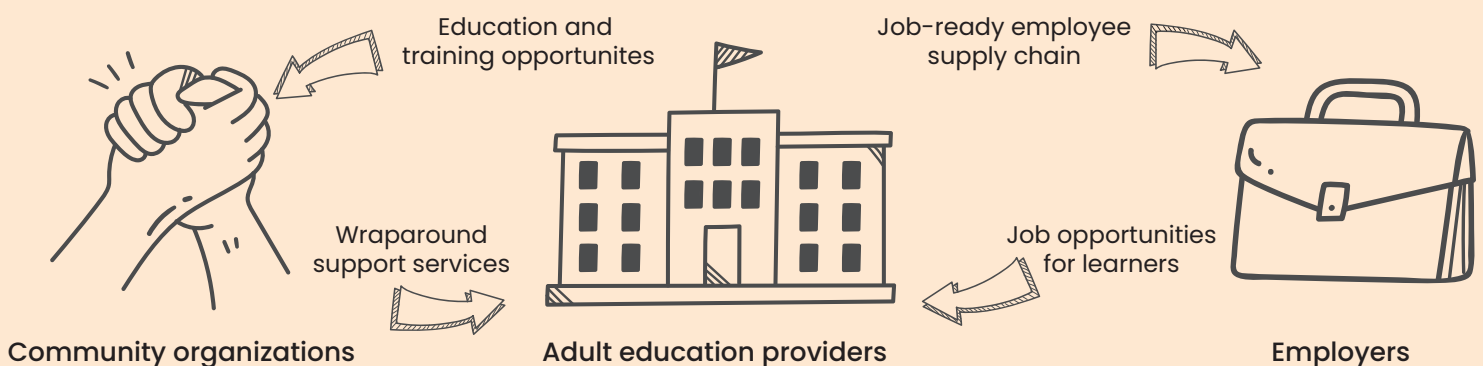
# PARTNER ENGAGEMENT

HIGH-QUALITY IETS ARE EMPLOYMENT-DRIVEN AND FUTURE-FOCUSED; THEY ARE DESIGNED AND IMPLEMENTED IN COLLABORATION WITH A FORMAL EMPLOYER PARTNERSHIP ALIGNED WITH THE TARGET OCCUPATION TO ENSURE COMPLETERS ARE AWARE OF AND CONNECTED TO FUTURE OPPORTUNITIES FOR GROWTH.

A 2014 study conducted by Gallup for Inside Higher Ed revealed that 96% of chief academic officers felt “confident or somewhat confident” that their institutions were preparing students for success in the workforce, while 11% of employer representatives believed that graduates had the skills and competencies needed to succeed in their business.

Initiating and sustaining partnerships enables adult education programs to focus on providing high-quality academic and training services while efficiently connecting learners with supports they may need and future opportunities they may otherwise seek elsewhere. Partnerships between adult education providers and other organizations should be mutualistic, with both entities benefiting; see Figure 2 below as an example.

**Figure 2. Mutual relationships between adult education providers and other organizations**



While any entity can initiate a partnership, this section focuses on strategies **program administrators** can utilize to initiate and formalize partnerships with employers or community organizations, including outreach strategies, talking points, templates for initial meetings, and considerations for determining the future of and sustaining partnerships.

# INITIATING PARTNERSHIPS



Prior to initial contact with potential partners, staff conducting outreach must know the purpose of the outreach to clarify any asks of the partner organization and research the partner organization to gain a deep understanding of their priorities. See below for potential purposes for initial contact and questions to consider when identifying organizational priorities.

## CHECKLIST

- ☐ Share occupations' potential for program development
- ☐ Initiate contact with local stakeholders aligned with occupations
- ☐ Meet with organizations to initiate and formalize partnerships

## Primary purpose

- Seeking immediate partnership and mutual benefit
  - For example, seeking an employer partner to help develop the program curriculum
  - For example, building relationships for future potential partnership opportunities
  - For example, reaching out to community organizations to get a sense of which organizations offer which services
- Educating and informing on programs and services for future potential partnership opportunities
  - For example, hosting a semi-annual luncheon for community and business leaders to share successes and future plans for programmatic offerings

## Organizational priorities

- What are the organization's most pressing needs?
  - For example, an employer has a critical shortage of a particular position as evidenced by numerous job postings that have not been filled
- What are the organization's goals and vision?
  - For example, a community organization hopes to assist 100 families achieve self-sufficiency each year
- What is the history and culture of the organization?
  - For example, an employer is relatively new and experiencing some turnover but prioritizes hiring diverse talent
- How can programming assist the organization in meeting these needs and goals?
- Does this organization already work with an education or training program?

# OUTREACH STRATEGIES

The table on the next page is a non-exhaustive list of outreach strategies that program staff can deploy and includes linked customizable templates, considerations, and space for program administrators to identify each strategy's "zone" (level of effort). **Programs do not need to utilize every strategy listed below.** Start with strategies identified as zone 1. Then, if priority partnerships have not been initiated, deploy strategies in zones 2 and 3, as needed.

## Quick tips:

- Potential partners may not know education-specific jargon or acronyms like IETs.
- Partners may prefer to meet in person at their location or conduct an initial meeting virtually to discern whether the partnership is worth pursuing and whether an in-person meeting is desirable. Always give both options.
- Enlist savvy staff members in initial conversations. For example, if working with a community organization specializing in childcare, and a staff member previously worked at an early childhood center, include that staff member in the call (and be sure they are prepared).
- Consider making the first "ask" low lift and engaging, like attending an event (graduation or a job fair). If following the *IET Checklist* chronologically, program administrators do not need to formalize partnerships (and thus concrete actions each organization will take) until after selecting a program. Initiating partnerships is about building relationships and awareness.



**Table: Strategies for Outreach to Potential Partner Organizations**



<b>Strategy</b> Templates and examples linked	<b>Considerations</b>	<b>Zone (1–3) <sup>1</sup></b> Intentionally left blank
<b>Email</b>	To whom should this email be sent within the organization? Who is best suited to send this email?	
<b>Phone Call</b>	To whom should this phone call be made within the organization? Who is best suited to make this phone call?	
<b>Drop-In (In Person)</b>	Which staff member should lead an initial meeting at the organization? Who is best suited to drop in to the organization? What day/time of day is best for the drop-in?	
<b>Connection</b>	Solicit connections from program staff or stakeholders (e.g., advisory committee members, board members, counselors, career fair organizers, etc.). Establish the medium for connecting (e.g., email, e-meeting, in-person meeting) and confirm whether the connector will initiate the outreach. <ul style="list-style-type: none"><li>• If the former, provide the connector with sample language.</li><li>• If the latter, ensure the connection is named or included (as possible) in the initial contact.</li></ul>	
<b>Networking</b>	Develop a standard “elevator pitch” for current programming and new programming opportunities. How can all program staff and stakeholders network to develop connections? Where should staff record connections made and resulting outreach conducted? Who should attend regularly occurring networking opportunities (e.g., chamber of commerce meetings, industry association meetings, city/county council meetings, etc.)?	
<b>Social media</b>	Does the program’s social media presence clearly and consistently broadcast its successes and services? Connect with local employers and community organizations’ social media sites.	

Review the “Outreach and Recruitment” section of the [Strategies for Solar Workforce Development: A Toolkit for the Solar Industry](#) by the Solar Foundation and Solar Training Network. This section of the toolkit provides questions to ask and services to offer in return at the onset of making connections with a variety of stakeholders (e.g., K–12 education staff, higher education faculty, chambers of commerce, American Job Centers, etc.).



The resources linked in the table above conclude step 6 from the *IET Checklist*: initiating contact with stakeholders aligned with occupations. Head back to the *IET Checklist* to review and proceed with step 7 or proceed forward to continue reading about partnerships.

<sup>1</sup> Zone 1 denotes strategies that are easiest or most comfortable or accessible for a program, while zone 3 denotes strategies that are the most challenging or least familiar for a program and may require prior planning.

# FORMALIZING PARTNERSHIPS



Making initial contact with a potential partner and having a preliminary partnership conversation is an important milestone in the IET planning process. However, additional meetings and conversations must occur prior to fully engaging in a partnership. Throughout these meetings and conversations, program administrators should confirm the following:

1. The “fit” of the partnership (see below),
2. The level of commitment they want from the partner and the level of commitment the partner can realistically provide, and
3. What a successful partnership between the organizations looks like and results in.

## CHECKLIST

- ☐ Begin to formalize employer partner agreements
- ☐ Meet with organizations to initiate and formalize partnerships

## PARTNERSHIP “FIT”

Program administrators must confirm that the partner organization is a good fit for learners and the program. Administrators should have a clear understanding of their non-negotiables and consult on these with other staff members and learners to finalize them. Then, they should utilize meeting time with staff to reflect on the following questions:

- Does this partnership address a pressing community or learner need supported by data?
- Does each organization have staff who can be dedicated (e.g., time, resources) to the partnership’s and initiative’s success?
- Does each organization have a history of successful collaboration, OR do relevant staff members from each organization show excitement and commitment to the potential collaboration?
- Is any “turfism” that exists within organizations manageable?
- If there are others working in this area, does this partnership support efforts versus duplicate them?
- Does each organization support the culture and diversity of the learners and communities we will be working with?

# PARTNER COMMITMENTS

Jobs for the Future's 2015 toolkit established a ladder of employer engagement (Figure 3) that can be applied across all partnerships. A partner's involvement can evolve from a purely advisory capacity to a leadership capacity. **Not every partner should also be a leader, nor should every partner move progressively from being an advisor to a leader.** The continuum in Figure 3 merely shows the progression of responsibilities a partner can have.

**Figure 3. Jobs for the Future's Ladder of Employer Engagement**

	New Relationship		Working Relationship		Strategic Partnership
	Level I	Level II	Level III	Level IV	Level V
Key employer role	Advising	Capacity-building	Co-designing	Convening	Leading
Stage of relationship	Initial contact/ new relationship	Establishing trust and credibility	Working relationship	Trusted provider and collaborator	Full strategic partner
Activity Examples	Discuss hiring needs, skills, competencies; advise on curricula; contract training; hire graduates	Job site tours; speakers; mock interviews; internship; needs assessments; loan/donate equipment; recruiting	Curriculum and pathway development; adjunct faculty and preceptors	College- employer sectoral partnerships	Multi-employer/ multi-college partnerships

## Formal Terms of a Partnership: Memorandums of Understanding (MOUs)



After confirming the organization is the right fit and determining the degree of involvement a partner will have, program administrators should formalize the partnership with a memorandum of understanding (MOU). While not required for IET programs unless the partnership is with a One-Stop partner (review guidance from the FDOE for these specific instances [here](#)), MOUs set clear expectations and goals for a partnership, can be consistently referenced to reflect on progress, and survive staff turnover to sustain partnerships for the life of a program.

Review the Toolkit for Memorandums of Understanding developed by the Florida Certification Board for the Florida Department of Children and Families, Office of Substance Abuse and Mental Health to understand the elements of a high-quality memorandum of understanding.

# SUSTAINING PARTNERSHIPS



Throughout a partnership, each organization should regularly communicate (as stated in the MOU) on program progress toward intended outcomes. At a natural pause point or as needed, programs should deliberately reflect on the partnership to reaffirm, revise, or dissolve the MOU as needed. Each organization can reflect on and discuss the following questions to determine the best course of action for the partnership (consider creating an opportunity for anonymous feedback or responses and/or reframing the below to statements and utilizing a Likert scale to quantify responses):

- Were the goals of the partnership met? If so, to what specific aspects of the partnership can success be attributed? If not, why not?
- Did my organization meet the commitments as outlined in the MOU? Did my organization contribute more or less than what was originally agreed upon? Why?
- Did the other organization meet the commitments as outlined in the MOU? Did the other organization contribute more or less than what was originally agreed upon? Why?
- Was communication between the two organizations consistent and manageable?
- Were the right staff available and accessible at each organization for the partnership?
- Did the partnership change or evolve from the original plan? If so, how?
- Did my organization benefit from this partnership? How so?
- Does it seem like the other organization benefited from this partnership? How so?
- What is the biggest “pro” of this partnership?
- What lessons were learned as a result of this partnership?
- What can be improved upon moving forward?

Post-program events or meetings are an excellent opportunity to sustain partnerships by sharing successes. Programs across Florida have implemented many such celebratory events including graduations (for IET completers specifically), data sharing meetings, and career fairs.



The content included in this section concludes step 9 or 17 from the *IET Checklist*: formalizing partnerships. Head back to the [\*IET Checklist\*](#) to review and proceed with steps 10 or 18 or navigate elsewhere.



# IET PROGRAMS IN ACTION

## SELECTING A PROGRAM



### **BREVARD ADULT AND COMMUNITY EDUCATION: PARAPROFESSIONAL**

Because a paraprofessional program was proposed by a local employer, the local demand for program completers was already met. While IAs are not formally designated as in-demand occupations according to the Florida DEO, IAs often become full-time teachers earning sustaining wages. As such, Brevard staff knew the program had the foundations for high-quality program design and therefore moved forward with the planning process.

While principals often call Brevard daily to ask whether more IAs are ready for hire, there is no current formal partnership between Brevard's IA programming and a particular district or employer partner. Brevard partners with BloomBoard, which developed the micro-credentials utilized to train learners to become certified IAs; BloomBoard developed the micro-credentials alongside subject matter and industry experts to prepare learners for the ParaPro Praxis exam and to be job-ready IAs on day 1. Brevard staff reviewed the content prior to implementation, and they provided feedback after a pilot of the program. To implement the pilot, Brevard hired a part-time instructor to support students throughout the 12-week program.

Currently, the ParaPro program at Brevard operates in the bridge model, but staff is looking into partnering with the K–12 side of the Brevard Public School district to run the program as a pre-apprenticeship.



### **COLLIER COUNTY ADULT EDUCATION PROGRAM: CERTIFIED NURSING ASSISTANT**

Because an employer partner proposed the CNA preparation program, the local demand for program completers was already met. Both Licensed Practical/Vocational Nurses and Registered Nurses are in-demand occupations according to the Florida DEO, and Certified Nursing Assistants can move up the career ladder into both of these positions that yield sustaining wages. As such, CCAE staff knew the preparation program had the foundations for high-quality program design and could definitively move forward with the planning process in partnership with NCH.

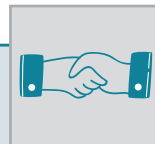
The planning committee determined that the CNA preparation program would initially target front-line, entry-level, full-time NCH employees pursuing a nursing career and, in some cases, a post-high school degree. The program would also seek candidates who speak English as their second language. To meet the needs of these learners and the demands of Florida's Certified Nursing Assistant examination, the committee identified three major training components:

- A didactic method utilizing BloomBoard's micro-credentials with in-person instructor support provided by CCAE,
- A lab simulation with support split between a CCAE and NCH instructor, and
- A clinical component led by the Health Science Consultant to include shadowing.

CCAЕ and NCH reviewed all curricula across components. The sequencing of the preparation program followed Florida Board of Nursing recommendations that programs incorporate at least 40 hours of curriculum, 40 hours of labs, and 40 hours of clinicals (field experience). CCAE is finalizing their memorandum of understanding with NCH to solidify their partnership for the full implementation of the CNA preparation program; a pilot launched in the fall of 2022.

# IET PROGRAMS IN ACTION

## SELECTING A PROGRAM



### **SANTA FE COLLEGE ADULT EDUCATION: ESOL BUSINESS PATHWAY**

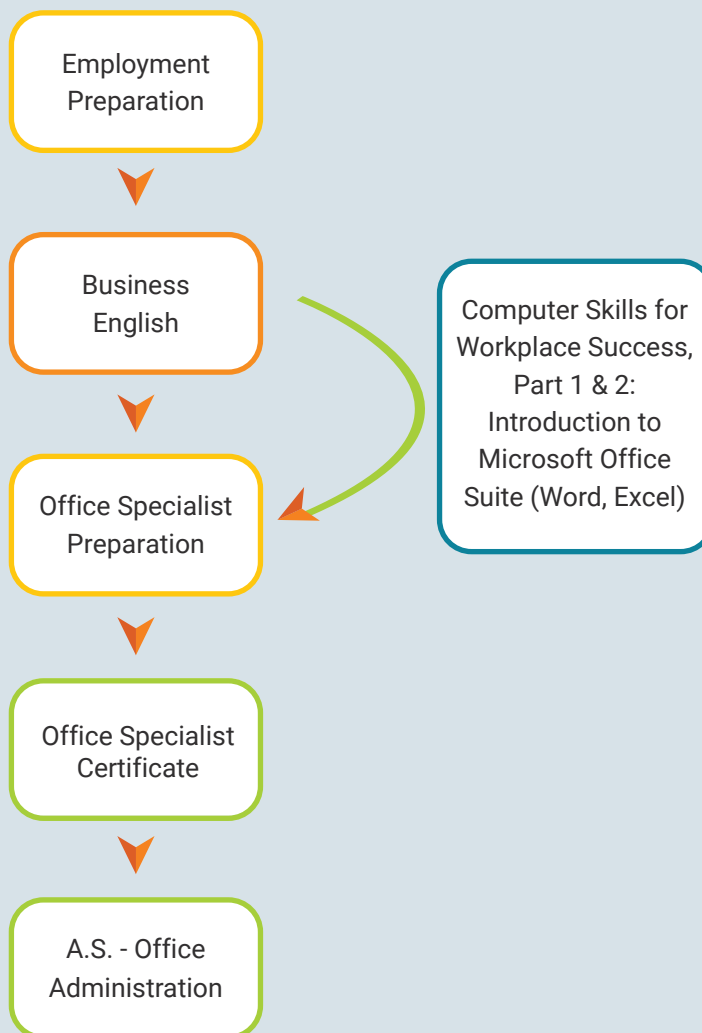
SFC staff decided to implement a Business Career Pathway (see the figure below) because of its potential for expansion that can address a variety of student and community needs. Currently, the program caters to ESOL students who can earn an Office Specialist certificate upon completion; this pathway aligns with opportunities for educational advancement as it articulates into the Santa Fe associate's or bachelor's Business Program. Future expansion of the pathway should yield other in-demand and high-wage occupations for learners. For example, staff is considering the addition of the following:

1. Entrepreneurial pathway, including an introductory course and internship opportunities
2. Medical office-specific course to prepare students for an Office Assistant position in a medical office or to enter the Medical Biller/Coder program
  - This addition pairs with the existing ABE/GED healthcare/nursing pathway
3. Operations and logistics preparation for students interested in warehouse and fulfillment employment opportunities
  - The adult education program may expand to a center that has connections with an employer with warehouse opportunities

The ESOL Business Career Pathway was purposefully designed to ensure that each 7-week (half a semester) course could be taken alone or as part of the series with built-in entry and exit points along the pathway that advance from basic language and general business material to advanced language and specific skill set development. Employment Preparation and Business English can be taken consecutively or

concurrently, while Business English should be a prerequisite for Office Specialist Preparation.

Computer Skills for Workplace Success can be taken concurrently with any course, but students should have at least Level 3 ESOL skills to be successful in computer courses and core courses (Office Specialist Preparation and on). This pathway and resulting curricula were developed by SFC's existing business department, instructional specialist, and ESOL staff members who utilized the Florida CTE Office Specialist standards and integrated necessary language, academic, and employability standards and supports.



# IET PROGRAMS IN ACTION

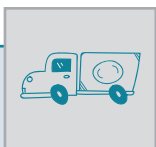
## SELECTING A PROGRAM



### **LEE COUNTY SCHOOLS ADULT AND CAREER EDUCATION: CONSTRUCTION**

When discussing what construction program to plan for and implement, Lee County considered an HVAC program because of the local demand and timeline to certification that positions HVAC as a strong IET pathway. However, local employers are currently so in need of employees, they dissuaded Lee from implementing an HVAC IET program and instead advocated for a general Construction program that introduces interested learners to the industry and teaches basic safety and construction skills. They rationalized that articulating into a Tri-County Apprenticeship program or getting onto the job could help teach any specialized skills to new employees but still get people on the job more quickly to fill demand.

As such, Lee County staff developed the general Construction IET program to prepare learners towards the NCCER core; they will not earn the certification through the IET program but may if they articulate into a TriCounty apprenticeship program or into a local technical college where they can continue studying in the construction industry. In the Lee County program, learners receive an overview of the construction industry and learn about job site safety skills as well as the NCCER certification process. Upon finding an instructor, the program will run the length of 1 semester or 15 weeks.



### **BROWARD COLLEGE ADULT AND COMMUNITY EDUCATION: SUPPLY CHAIN**

Broward College Adult and Community Education staff saw an opportunity to bridge Broward UP and SCPro™ Fundamentals, offering adult learners a pipeline into the in-demand supply chain industry. While the IET program is still in the planning stage, the staff has a strong foundation. They have numerous connections to employers through the Council of Supply Chain Management Professionals, employer-vetted workforce training curriculum for eight different certification programs from SCPro™ Fundamentals, have comprehensive wraparound services already available to learners through Broward UP, and know that adult education and supply chain management teachers will work side-by-side to implement the IET. Through these initiatives already underway, Broward can successfully remove many barriers common to adult education populations: organizations across Broward County offer unused space to the college free of charge so funding can go towards offsetting tuition costs (Broward offers free classes) and supplementing wraparound services such as transportation and childcare.

In the Supply Chain IETs, learners who complete will receive any of the certificates available in SCPro™ Fundamentals upon passing the exam(s); staff estimates the IETs will take 16 weeks to complete. The most significant hurdle staff currently faces is determining whether they will provide a “pre-IET” for learners who require additional academic support before they can access the content in the SCPro™ Fundamentals curriculum. Staff is considering integrating pre-requisite academic content with their online Supply Chain Management principles course that provides learners with an introduction to the supply chain industry so that learners can gain the necessary academic skills before moving into the full IET program where they would earn an in-demand certification. Additionally, Broward hopes to support its adult learners in developing the digital literacy necessary to succeed in the supply chain industry through a program called “0 to Literacy.” Broward staff hopes to launch the Supply Chain IET in the fall of 2023.

## SUPPORT SERVICES

HIGH-QUALITY IETS ARE LEARNER-CENTRIC; THEY ARE DESIGNED AROUND THE NEEDS OF THE LEARNER POPULATION, MEET LEARNERS WHERE THEY ARE, AND PROVIDE APPLICABLE COMPREHENSIVE SERVICES TO SUPPORT LEARNER ENROLLMENT IN, ENGAGEMENT WITH, AND COMPLETION OF THE IET PROGRAM.

In many cases, for an IET program to fully support adult learners' educational and career advancement, program administrators must consider the holistic needs of their learners. Administrators must actively anticipate and mitigate barriers to success starting from the learner's initial contact with the program (e.g., orientation/intake) to the learner's matriculation into the next step of their career (e.g., graduation and career entry, admission to an institute of higher education, etc.).

The Learner Success Plan (next page) guides program administrators through steps 13–16 from the *IET Checklist* to help identify learners' potential barriers to success and determine potential services to aid learners. Program administrators may complete 1 Learner Success Plan per IET program or can create 1 Learner Success Plan that encompasses supports provided across programs and add to it based on new IET program specifications.

While some program administrators may not want to follow each step in the *IET Checklist*, steps 3–4 and 7–10 are prerequisites to successful completion of a Learner Success Plan.

A completed example of a Learner Success Plan can be found in [Appendix D](#).

### CHECKLIST

- ☐ Utilize needs assessment results to identify ideal participant populations
- ☐ Identify barriers to entry for future opportunities and program-adjacent learner needs
- ☐ Document learner journey
- ☐ Match community organizations to previously identified learner needs and barriers to success

# LEARNER SUCCESS PLAN



- A. In Table 1, column 1, define each existing touchpoint a **current** learner has with the institution or program across stages. It may be helpful to group touchpoints by phases within each stage; examples are listed in parentheses.
- B. In Table 1, column 2, describe the general mindset of **current** learners across touchpoints. If helpful, use categories such as Optimistic/Excited, Neutral, and Pessimistic/Concerned.
- C. In Table 1, column 3, brainstorm what opportunities might be available to serve current learners better.

**Table 1: Learner Journey Across Program Stages**

<b>Stages</b>	<b>Existing Touchpoints</b> <i>Every point of contact between a student and an institution or program</i>	<b>Mindsets</b> <i>What are students thinking and feeling along the way?</i>	<b>Opportunities</b> <i>What additional touchpoints might be needed? Or should existing ones be improved?</i>
<b>Before Enrollment</b> <i>(e.g., during application process, orientation/ intake, website, social media)</i>			
<b>During Program</b> <i>(e.g., initial attendance, progress monitoring, certification/ completion, job hunting)</i>			
<b>After Completion</b> <i>(e.g., alumni support, additional entry points, retention tracking)</i>			

D. In the Generic Persona row in Table 2, think about a typical learner participating in current programming and reflect on their motivations, goals, and behaviors. Then, conduct the same reflection for 2 to 3 specific personas that are more detailed profiles of fictional learners who participate in this IET program.



Before moving to Table 2, review the results of the needs assessment to review potential learner populations that could benefit from this IET program.

**Table 2: Learner Personas**

	Demographic Details	Motivations/ Aspirations/Goals	Needs, Fears, and Wants
Generic Persona			
Persona 1			
Persona 2			
Persona 3			

E. Based on the information in Table 2, consider what specific supports each persona of learner may need to be successful in this IET program. This is a good time to consider and discuss with staff which personas may be most ready to participate in this IET program and consider screening learners. Record these in Table 3 below.

**Table 3: Supports for Learner Personas**

	Specific Support
<b>Academic Programs</b> <i>(e.g., classes, projects and workshops for degree and non-degree programs, ELL supports, workshops on study skills)</i>	
<b>Student Services</b> <i>(e.g., admissions, enrollment, finance, Pell Grants, advising, health, library, career, transportation, tutoring)</i>	
<b>Technology</b> <i>(e.g., tech hardware and software and infrastructure to create and collaborate)</i>	
<b>Campus Facilities</b> <i>(e.g., dependent care, classrooms, dining, study spaces, sports, library, residential, labs)</i>	
<b>Community and Culture</b> <i>(e.g., participating, feeling supported, belonging, having a say)</i>	
<b>Personal</b> <i>(e.g., case management, family services, counseling, dropout prevention)</i>	
<b>Additional/Miscellaneous</b>	



F. Based on the specific supports listed in Table 3 and thoughts on whether learners should be screened prior to admission into the IET, revisit Table 1 and list opportunities for additional touchpoints that may shift mindsets to facilitate learner success with this IET program. It might not be possible to address each barrier; even if opportunities do not seem feasible, list out all that are possible.

G. Identify which **additional** supports (not including those the program or institution already provides to learners) are most critical to the success of these particular learner populations/personas. Use Table 4 to estimate cost and potential partners or funding sources (check out the [funding resources](#) for additional ideas). Be sure to consider whether any supports require additional personnel.

**Table 4: Funding Additional Learner Supports**

<b>Supports</b>	<b>Cost</b>	<b>Potential Partners for Service</b> <i>(some may help defray cost)</i>	<b>Potential sources of funding</b>

H. Revisit the [policy, personnel, and budget template](#). What policies, personnel, or expenses should be included based on the Learner Success Plan? Once any policy or personnel changes and expenses have been added, review the tab titled “4. Cost to Learners” to consider what learners might need to pay and whether additional funding is needed.



The content included in this section concludes step 16 from the *IET Checklist*: identifying community organizations. Head back to the [IET Checklist](#) to review and proceed with step 17 or navigate elsewhere.

# CURRICULUM AND INSTRUCTIONAL MATERIALS

## CHECKLIST

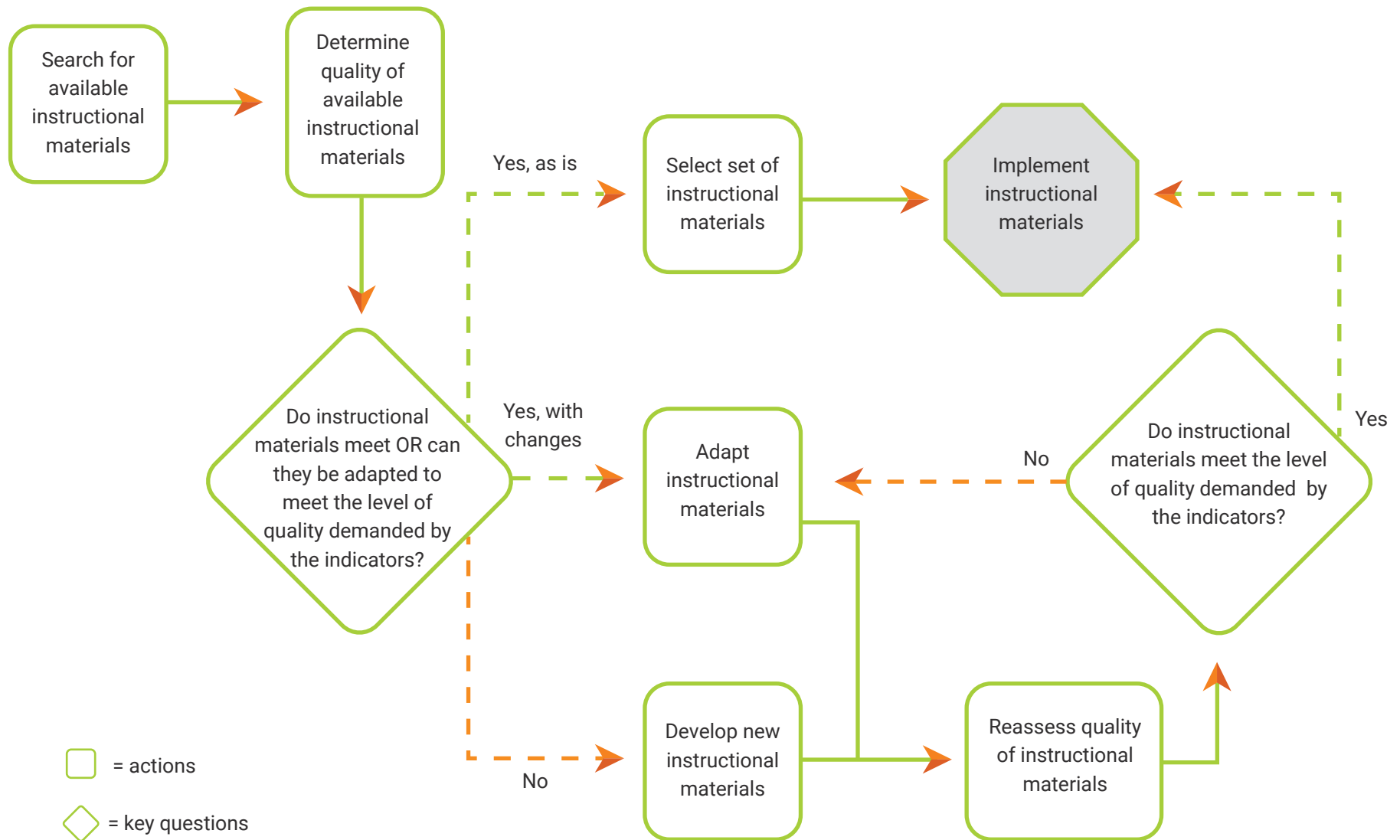
- ☐ Select high-quality instructional materials

HIGH-QUALITY IETS HAVE AN INTEGRATED DESIGN; APPLICABLE PARTNERS PARTAKE IN IET PROGRAM DESIGN AND IMPLEMENTATION SO THAT, BEYOND MEETING THE WIOA-ESTABLISHED DEFINITION OF IET, ACTIVITIES AND TRAINING ARE CONTEXTUALLY AND CONCURRENTLY INTEGRATED THROUGH UTILIZATION OF HIGH-QUALITY INSTRUCTIONAL MATERIALS.

An IET program must provide **adult education and literacy activities** *concurrently* and *contextually* with **workforce preparation activities** and **workforce training** for a specific occupation or occupational cluster for the purpose of educational and career advancement. The selection of a program aligned to an occupation that answers “yes” to these initial questions satisfies the last phases of WIOA’s requirements. High-quality instructional materials satisfy the three elements of an IET delivered concurrently and contextually. High-quality instructional materials for IET programs emphasize integrated instruction, are balanced, focus on employment outcomes, involve partners, and clearly communicate the ideal state of or support varied implementation instances. They are selected, developed, or adapted after the creation of the Single Set of Learning Objectives (SSLOs).

The IET Instructional Materials (IM) Indicators of Quality (next page) support program administrators in understanding the level of quality that instructional materials (curriculum) must meet to fully address the needs of learners and the requirements of WIOA (§463.37). Program administrators can utilize the indicators to assist in developing, selecting, and/or adapting high-quality instructional materials and can utilize the process in Figure 4 below to select instructional materials for their programs.

**Figure 4: IET Instructional Materials Selection Process**



# IET INSTRUCTIONAL MATERIALS INDICATORS OF QUALITY



Program administrators should identify 3–4 pieces of evidence from their instructional materials for each of the following criteria and reflect on materials' strengths and opportunities for improvement and adaptation:

## 1. Integrated Instruction:

- a. Materials are designed so that learners develop job-specific knowledge and skills as well as general employability skills through engaging with occupationally relevant content.
- b. Materials include basic education skills and English language supports that meet the needs of the target population, align to state adult education standards, are grounded in research- and evidence-based practices, and utilize occupationally relevant content.

**2. Balance:** Materials devote a majority of instructional time to developing job-specific knowledge and skills while simultaneously including an appropriate balance of time on basic education, English language supports, and employability skills in service of job-specific training.

**3. Employment Outcomes:** Materials address and prepare students for the certifications, credentials, and other required assessments associated with the occupational program.

**4. Partners:** Materials were developed in collaboration with workforce partners or industry experts and regularly undergo reviews and updates to adapt to changing business needs.

**5. Implementation:** Materials clearly define programmatic and scheduling structures for ideal implementation and include supports to help administrators and teachers implement the curriculum as intended.

For additional guidance to assist in the development, selection, and/or adaptation of instructional materials, review [OCTAE Integrated Education and Training Design Toolkit](#), page 73.



The content included in this section concludes step 18 from the *IET Checklist*: selecting high-quality instructional materials. Head back to the [IET Checklist](#) to review and proceed with step 19 or navigate elsewhere.

# IET PROGRAMS IN ACTION:

## MICRO-CREDENTIAL-BASED PROGRAMS

BloomBoard has worked with numerous adult education programs in Florida to develop micro-credential-based curricula for Paraprofessional Educators and Certified Nursing Assistants—two occupations identified as in demand in their local contexts. Single Sets of Learning Objectives (SSLOs) for these programs can be found in Appendix E.

### What are micro-credentials, who are they for, and who is involved?

Micro-credentials provide an interactive learning experience, resulting in the demonstration of authentic competencies that will be needed on the job.

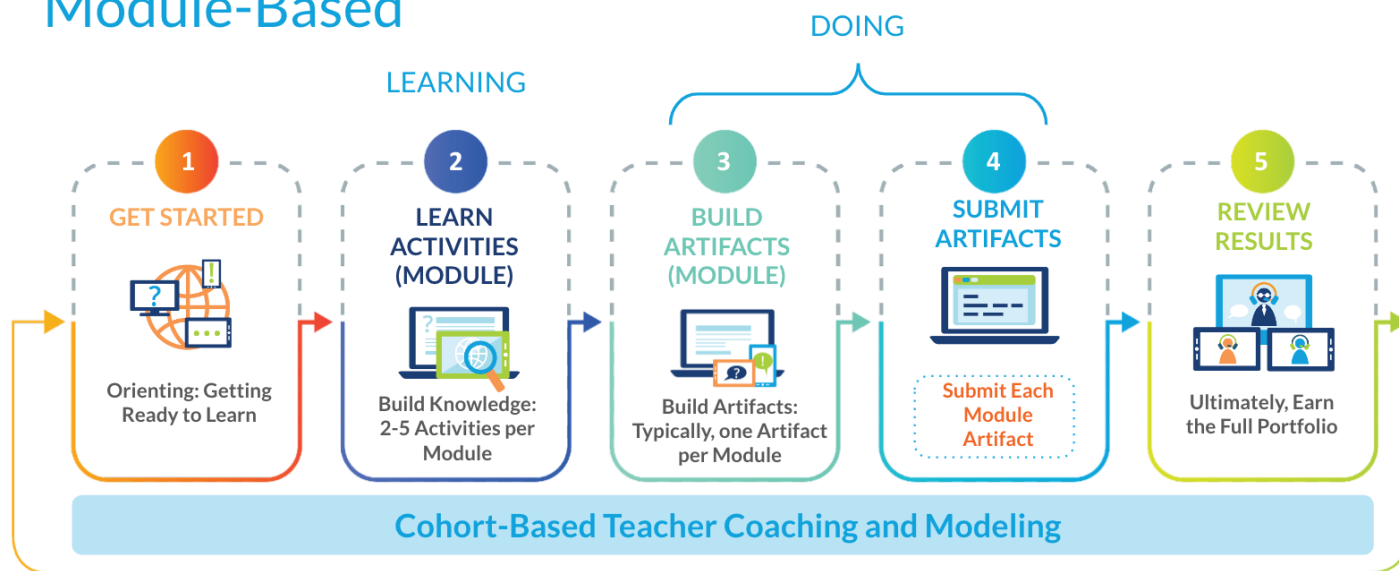
Micro-credentials are

- Built based on research, standards, and best practices in the identified field;
- Coaching-enabled, with cohort-based peer collaboration; and
- Assessed by independent certified experts, via a double-blind process (different than coaches).

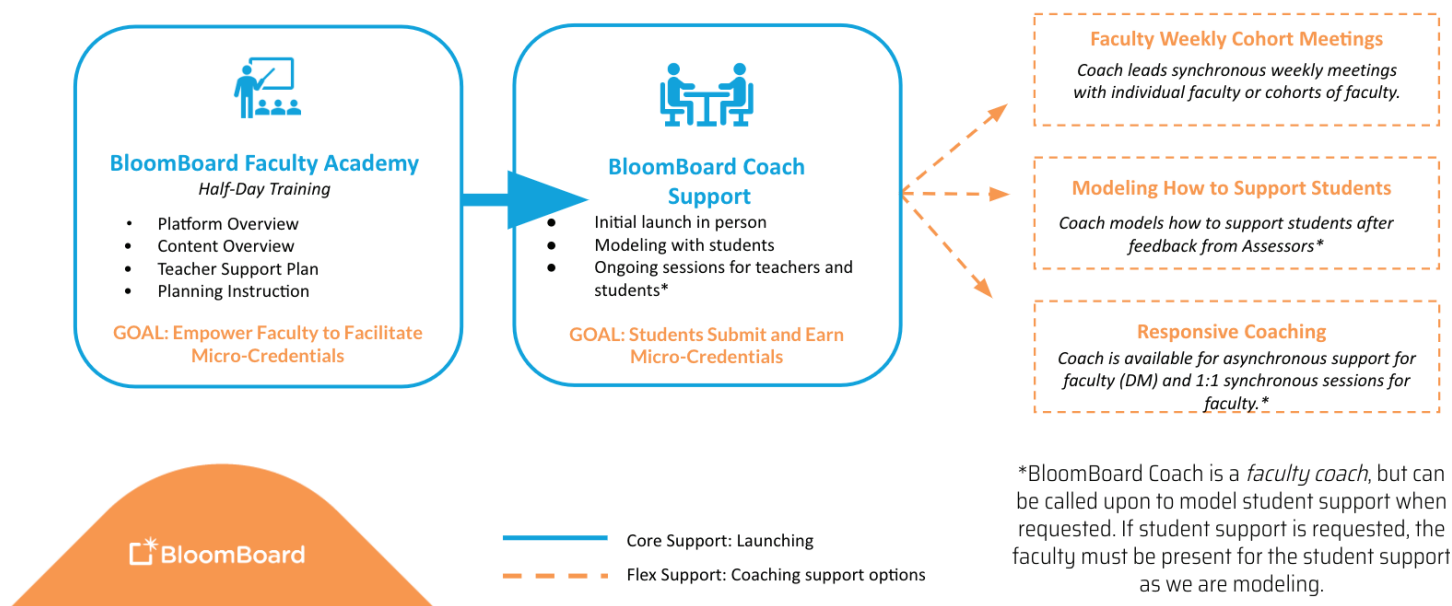
 BloomBoard

## Learning by Doing: The BloomBoard Experience

### Module-Based



BloomBoard provides core support via **coaches** to **learners** and **teachers** during the launch of the partnership and has options for coaching support while learners progress through their micro-credentials. While learners progress through their micro-credentials, **assessors** provide feedback on artifacts to ensure learners are job-ready upon completion.



## Why use micro-credentials?

BloomBoard micro-credentials are developed alongside subject matter and industry experts, as well as employer partners, to ensure learners are job-ready with the knowledge and skills demanded by the field. Learners work through meaningful learning activities that directly develop their job-specific knowledge and skills and submit authentic artifacts that demonstrate needed competencies. Micro-credentials utilize engaging, occupationally relevant content to prepare students for the certifications, credentials, and other required assessments associated with their chosen occupational program.

BloomBoard supports program administrators with sample schedules, programs of study forms, and sample Single Sets of Learning Objectives (SSLOs). Please note that programs of study and SSLOs may need to be adjusted depending on program-specific context and learner need. For more information on how BloomBoard's CNA and ParaProfessional micro-credentials meet the IET instructional materials indicators of quality, see [Appendix E](#).

## Testimonials

“ You’re creating a portfolio of evidence as you move through the micro-credentials. Capture that. Use it. Take it to your interviews...[to] show some things [you] have done...so you can say, ‘I’ve never played in this role, but let me tell you and show you what I’ve done in this class.’”

“This is not only about taking a test...this is really about keeping [learners] moving forward. Where and what is it that you want to get to? What they’ve gone through with BloomBoard, the Paraprofessional certification isn’t the end, it’s just the beginning. This work should give you the confidence to continue moving forward. You’re here because you have some interest in education. If you’re here for that reason, [this program] isn’t the end but just the beginning.”

Assistant Director of Adult Education

“ [The BloomBoard Client Success team] did a great job while walking students through the BloomBoard platform and the ParaPro program. I think expectations were met and went beyond, for [they] did it in such a professional way that students did not feel overwhelmed at all in spite of receiving a ton of information in such a short period of time...students left school yesterday happy and optimistic about this course thanks to [them]. Thank you all for paving the way!! ”

ParaPro Program Instructor

If interested in learning more about micro-credential-based programs, please complete [this form](#).



## FUNDING



IET programs do not have to be a costly endeavor. Funding an IET program requires administrators to (1) understand the funding sources of their current services and (2) identify funding sources for any additional costs of the IET program (to be recorded in the Playbook for Florida IETs: Policy, Personnel, and Budget Considerations worksheet).

To understand the funding sources of current services, take the following steps:

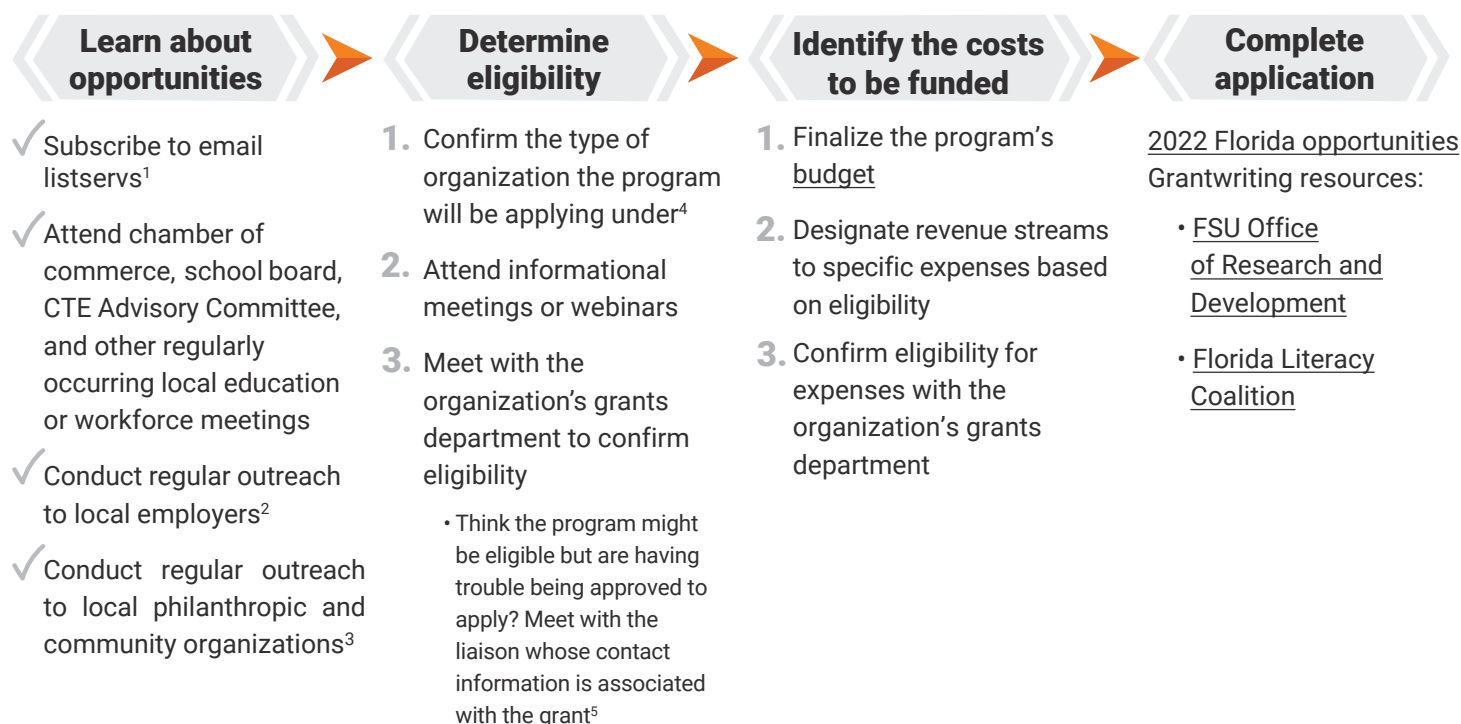
- Locate the operating budget for current adult education and/or career and technical education programming.
- Identify which funding sources (e.g., district general fund, student Pell, AEFLA, state funding, philanthropic, etc.) support particular expenses.
  - Not sure? Ask around! Talk with the grants department, previous program administrators, adult education superintendents, adult education state department staff, etc.
- Identify what types of expenses (e.g., staffing, student scholarships, materials, etc.) current funding sources can support.
  - Which funding sources can be reallocated to costs specific to the IET program?
  - Where are new funding sources needed? (see Figure 5 on the next page)

## CHECKLIST

- ☐ Finalize budget and identify additional funding sources as needed.

While this step specifically refers to funding, program administrators should consistently reference the policy, personnel, and budget template throughout the planning process to record potential adjustments required by new IET programs.

**Figure 5. Identifying and Applying for IET Funding**



<sup>1</sup> Subscribe to email listservs: [Florida Department of Education](#) and Local CareerSources.

<sup>2</sup> Conduct regular outreach to local employers: Canvas websites like [EmployFlorida](#) to develop a local employer repository and share programmatic updates and success stories with employers.

<sup>3</sup> Conduct regular outreach to local philanthropic and community organizations: Conduct a google search for "community organizations in [city/country]," visit [The Grantsmanship Center's website](#), and develop relationships with the local CareerSource and Workforce Development Board.

<sup>4</sup> Confirm the type of the organization the program represents and will be applying under, including, but not limited to:

- Adult education center IET program
- Technical college IET program
- Community organization IET program
- Joint application between two programs
- CTE program partially funding an IET program

<sup>5</sup> Meet with the grant's liaison: save the liaison's contact information and set up a meeting with the liaison to address any concerns or questions about eligibility, the application, etc.



The content included in this section concludes step 20 from the *IET Checklist*: budget and funding. Navigate elsewhere or complete the final step of the checklist: student orientations.

## CONGRATULATIONS

on planning and implementing an IET program! Want to continue to improve it? Visit the [IET Quality Rubric](#) to evaluate progress and reflect on areas of improvement.

# **APPENDIX A:**

## **INTEGRATED EDUCATION AND TRAINING (IET) QUALITY RUBRIC**

### **INTRODUCTION**

This tool outlines the quality criteria to consider throughout the planning, implementation, and evaluation of Integrated Education and Training (IET) program(s) to ensure programs meet the needs of Florida employers and adult education students (learners). These criteria were developed through synthesizing numerous national- and state-specific resources as outlined in the appendix and obtaining feedback from on-the-ground Florida IET stakeholders.

**This tool is not meant to take the place of required specifications of IETs; it is meant to build upon requirements to help program leaders and administrators understand how to strategically meet requirements in a high-quality manner.**

This tool has three sections:

- Section I outlines 4 initial questions to be answered about high-quality program design. These initial questions are prerequisites to the quality indicators.
- Section II provides the criteria for high-quality IET programs through 4 quality indicators. Each indicator has detailed questions to consider (QTC), program examples that vary by quality level, and associated resources to assist users with taking steps toward program quality improvement.
- Section III provides space to develop an action plan to enhance program quality based on rubric results.

To evaluate an IET program for quality, begin with **Section I: Initial Questions**.

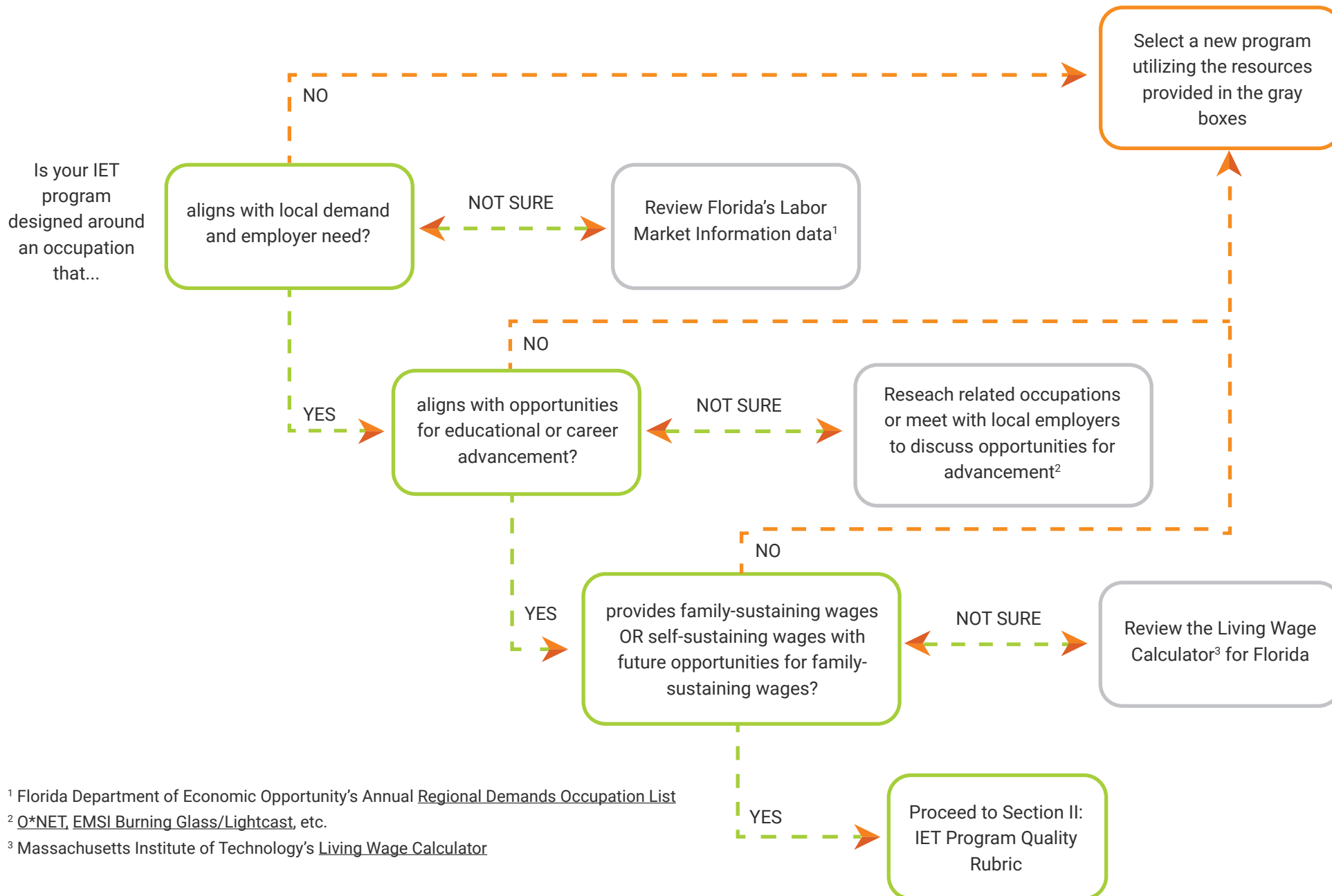
1. Answer the initial questions.
2. If any of your answers are “Not Sure,” utilize the appropriate resources before proceeding. All answers to the initial questions should be “Yes” before you proceed to **Section II: IET Program Quality Rubric**.
3. Read each indicator’s description and questions to consider.
4. Read each question to consider’s meets/partially meets/does not meet examples and identify the distinctions between the quality levels.
5. Identify which quality level your program best matches (meets/partially meets/does not meet) for each question to consider.
6. Review the scores for each question to consider to determine each indicator’s overall score and write a rationale for the overall score.
7. Review the associated resources for each question to consider—especially those that did not score as meets—to identify next steps for your program.
8. Utilize the template in **Section III: Action Planning to Enhance Program Quality** to develop a plan for implementing identified next steps.

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# SECTION I: IET PROGRAM INITIAL QUESTIONS



<sup>1</sup> Florida Department of Economic Opportunity's Annual [Regional Demands Occupation List](#)

<sup>2</sup> [O\\*NET](#), [EMSI Burning Glass/Lightcast](#), etc.

<sup>3</sup> Massachusetts Institute of Technology's [Living Wage Calculator](#)

## SECTION II: IET PROGRAM QUALITY RUBRIC



### Summary of Quality Rubric Results

Quality Indicators and Questions to Consider	Scoring			Rationale
	M	PM	DNM	
<b>The IET program is employment-driven; it is designed and implemented in collaboration with a formal employer partnership aligned with the target occupation.</b>				Strong  Moderate  Weak
1. How are employer partnerships established and formalized?				
2. What roles do employers and other partners play in the design and implementation of the program?				
<b>The IET program is future-focused; it is designed to ensure completers are aware of and connected to future opportunities for growth.</b>				Strong  Moderate  Weak
1. What are the upskilling opportunities for participants to earn portable industry credentials, college credits, and/or degrees that provide value across a range of employment or higher education settings?				
2. How are participants connected to opportunities for future growth?				
<b>The IET program is learner-centric; it is designed around the needs of the learner population, meets learners where they are, and provides applicable comprehensive services to support learner enrollment in, engagement with, and completion of the IET program.</b>				Strong  Moderate  Weak
1. How do you identify a potential pool of adult learners and their associated needs (e.g., economic, academic, family-related, logistical, emotional, etc.) for IET programs?				
2. Are policies and services sufficiently comprehensive to support learner entrance to, participation in, and exit from the program as well as future opportunities for growth?				

Quality Indicators and Questions to Consider				Scoring			Rationale
				M	PM	DNM	
The IET program has an integrated design; applicable partners partake in IET program design and implementation so that, beyond meeting the WIOA-established definition of IET, activities and training are contextually and concurrently integrated through utilization of high-quality instructional materials.							
1. Does the program utilize high-quality instructional materials aligned to appropriate academic and workforce standards that include an adequate balance of the 3 required instructional components (adult education and literacy activities, workforce preparation activities, and workforce training)? <sup>2</sup>							
2. Does the program design provide adequate supports for integration of the required instructional components (aside from curricular supports)?							

<sup>2</sup> Derived from LINCS Integrated Education and Training (IET) Guide accessed [here](#).



### High-quality IET programs are **employment-driven**...

The IET program is designed and implemented in collaboration with a formal employer partnership aligned with the target occupation.

Questions to Consider	Meets (M) Example	Partially Meets (PM) Example	Does Not Meet (DNM) Example	Associated Resources
1. How are employer partnerships established and formalized?	<p>Program partnerships are purposefully established through strategic connections to local entities related to the program-aligned occupation and services. Partnerships are formalized via records such as the following:</p> <ul style="list-style-type: none"> <li>• An MOU that clearly states the goal(s) of the partnership, benefits each party ascertains from the partnership, and consistent, ongoing tasks/activities that each party owns;</li> <li>• Collaborative efforts, such as the creation of marketing materials, jointly hosted orientations, or recruiting efforts; and/or</li> <li>• Articulation agreements.</li> </ul>	<p>Program partnerships are established through outreach/connections to local entities not always related to the program-aligned occupation. There is little to no clear documentation of formalized partnerships or collaboration.</p>	<p>There are few to no partnerships established with partner organizations aligned to the IET program.</p>	<ul style="list-style-type: none"> <li>• <a href="#">Initiating Partnerships</a></li> <li>• <a href="#">Sustaining Partnerships</a></li> <li>• AACRAO's* <a href="#">Guide to Articulation Agreements</a> <ul style="list-style-type: none"> <li>• <a href="#">IPDAE articulation resources</a></li> </ul> </li> <li>• <a href="#">Developing MOUs</a></li> </ul>
2. What roles do employers and other partners play in the development and implementation of program policies and resources?	<p>Partners play a leading, strategic role in the development and implementation of program policies and resources. Partners co-develop policies where feasible and provide detailed feedback and consultation on all others. Partners co-develop or co-adapt utilized instructional materials.</p>	<p>Partners advise on program policies and resources. Some policies are co-developed where feasible, and partners provide feedback and consultation on most others. Partners validate utilized instructional materials.</p>	<p>Partners do not play a role in the development and implementation of program policies and resources beyond review and approval. OR There are few to no partnerships established with partner organizations aligned to the IET program.</p>	<ul style="list-style-type: none"> <li>• <a href="#">Jobs for the Future's Resource Guide to Engaging Employers</a></li> </ul>

\*American Association of Collegiate Registrars and Admissions Officer



**Record your program's results in the Summary of Quality Rubric Results table.**

### High-quality IET programs are *future-focused*...

The IET program is designed to ensure completers are aware of and connected to future opportunities for growth.

Questions to Consider	Meets (M) Example	Partially Meets (PM) Example	Does Not Meet (DNM) Example	Associated Resources
1. What are the upskilling opportunities for participants to earn portable industry credentials, college credits, and/or degrees that provide value across a range of employment or higher education settings?	Formal partnerships exist between programs to ensure earned education or credentials are portable and can articulate into and out of the program, providing long-term value for learners.	Partnerships exist between programs that could result in earned education or credentials being portable and articulating into and out of the program, but no formal articulation agreements or plans to create them exist.	The earned education or credential is not portable and does not provide value across a range of employment or higher education settings.	<ul style="list-style-type: none"> <li>• <a href="#">OCTAE Stackable Credentials Toolkit</a></li> </ul>
2. How are participants connected to future opportunities related to the IET program?	<p>Staff and learners are aware of and understand how the program and associated earned education or credential is situated within a career pathway, are aware of its potential value across a range of employment or higher education settings, and understand its future upskilling opportunities.</p> <p>Staff and learners can articulate future opportunities and describe how to get to them through formal program-connected opportunities.</p>	<p>Staff are aware of and understand how the program and associated earned education or credential is situated within a career pathway.</p> <p>Staff and learners may be informally connected to future opportunities through one-off connections or personal networks.</p>	Staff are unaware of the value of earned education or credential and whether/how it translates to future opportunities for learners. Learners and staff cannot articulate future opportunities past the immediate gain from the program.	<ul style="list-style-type: none"> <li>• <a href="#">Staff orientations</a></li> <li>• <a href="#">Student orientations</a></li> </ul>



Record your program's results in the Summary of Quality Rubric Results table.

### High-quality IET programs are *learner-centric*...

The IET program is designed around the needs of the learner population, meets learners where they are, and provides applicable, comprehensive services to support learner enrollment in, engagement with, and completion of the IET program.

Questions to Consider	Meets (M) Example	Partially Meets (PM) Example	Does Not Meet (DNM) Example	Associated Resources
1. How do you identify a potential pool of adult learners and their associated needs (e.g., economic, academic, family-related, logistical, emotional, etc.) for IET programs?	Staff gathers varied data (e.g., case management, K–12, community survey) from numerous sources (e.g., local and statewide surveys, interviews with adult learners and partners) to identify other organizations serving adult learners, what local adult populations not being served might benefit from IET, and comprehensive needs of adult learners.	Staff gathers some data from accessible sources to identify the general adult learner population in the community and some of their needs (e.g., the program understands adult learners' economic needs but not family-related needs). Staff is not aware of groups of adult learners who are not receiving services.	Staff does not gather data to identify a potential pool of adult learners or any associated needs.	<ul style="list-style-type: none"> <li>• <a href="#">Needs Assessment</a></li> <li>• <a href="#">Learner Success Plan</a></li> </ul>

### High-quality IET programs are **learner-centric**...

The IET program is designed around the needs of the learner population, meets learners where they are, and provides applicable, comprehensive services to support learner enrollment in, engagement with, and completion of the IET program.

Questions to Consider	Meets (M) Example	Partially Meets (PM) Example	Does Not Meet (DNM) Example	Associated Resources
2. Are policies and services sufficiently comprehensive to support learner entrance to, participation in, and exit from the program as well as future opportunities for growth?	Utilizing information gathered about learner needs, program staff develops policies and services that eliminate most learner barriers to program entry (e.g., accessible testing requirements), participation (e.g., relevant instructional materials), completion (e.g., targeted instruction for misconceptions), and transition from the program for future growth opportunities (e.g., connections to continuing services). Learners and staff demonstrate awareness of services offered, receive regular training (staff only) and updates on new and ongoing services, and are introduced to services at an initial program orientation that matches learners to services as applicable. Staff members receive thorough onboarding that ensures the internalization of resources, policies, responsibilities, and program goals.	Program staff develops policies and services that eliminate some learner barriers to success but not all. Policies and services may not align with the unique needs of the program's learner pool. Some learners and staff demonstrate awareness of services offered. Stakeholders receive some updates on services. Stakeholders are introduced to services at an initial program orientation. However, learners may not be purposefully matched to services. Staff members receive onboarding that covers resources, policies, responsibilities, and program goals.	Program staff develops policies and services that are mostly administrative vs. barrier-eliminating, and/or policies and services in place do not apply to the unique needs of the program's learner pool. Learners and staff cannot articulate services or supports or the program does not have definitive data (not anecdotal). Staff members receive cursory onboarding that is policy-specific and does not showcase how their roles and responsibilities fit into a learner's successful journey to and through the program.	<ul style="list-style-type: none"> <li>• <a href="#">Learner Success Plan</a></li> <li>• <a href="#">Staff orientations</a></li> </ul>



**Record your program's results in the Summary of Quality Rubric Results table.**

**High-quality IET programs have an *integrated design*.**

Applicable partners partake in IET program design and implementation so that, beyond meeting the WIOA-established definition of IET, activities and training are contextually, concurrently, and simultaneously integrated through utilization of high-quality instructional materials.

Questions to Consider	Meets (M) Example	Partially Meets (PM) Example	Does Not Meet (DNM) Example	Associated Resources
1. Does the program utilize high-quality instructional materials aligned to appropriate academic and workforce standards that include an adequate balance of the 3 required instructional components (adult education and literacy activities, workforce preparation activities, and workforce training)? <sup>3</sup>	Program activities and training address the 3 required components via a single set of learning objectives that highlights purposeful connections across occupationally relevant content to create a contextual and concurrent experience for learners. Program activities and training are reviewed through a purposeful, ongoing employer and training partner validation process using quality indicators rooted in research and evidence. This process shows that program activities and training use high-quality, occupationally relevant instructional materials that reflect research and evidence-based best practices around quality and design and align with state academic standards, workforce expectations, and workforce skills and competencies. Program staff consistently solicits feedback on instructional materials from a variety of stakeholders, including learners and partners, to ensure materials remain up-to-date and support the goals of the program.	Program activities and training address the 3 required components via a single set of learning objectives that contains connections across occupationally relevant content to create a mostly contextual and concurrent experience for learners. Program activities and training are reviewed through an employer and training partner validation process. This process shows that program activities and training use some quality, occupationally relevant instructional materials that align with state academic standards, workforce expectations, and workforce skills and competencies. Program staff solicits feedback on instructional materials from learners or partners but not a variety of stakeholders, and the incorporation of feedback may not be systematic, in line with quality indicators, or support the goals of the program.	Program activities and training address the 3 required components via a single set of learning objectives that rarely connects to occupationally relevant content. Program activities and training are not reviewed through an employer and training partner validation process, so the quality and alignment of materials to standards are unknown. OR Program activities and training are reviewed through a partner validation process that shows the use of low-quality instructional materials that may not align with state academic standards, workforce expectations, and workforce skills and competencies. Program staff may solicit feedback on instructional materials but do not utilize a standardized tool to reassess quality when determining whether to incorporate stakeholder feedback.	<ul style="list-style-type: none"> <li>• <a href="#">Sample SSLOs</a></li> <li>• <a href="#">HQIM validation/ review process</a></li> </ul>

<sup>3</sup> Derived from LINCS Integrated Education and Training (IET) Guide accessed [here](#).

**High-quality IET programs have an *integrated design*.**

Applicable partners partake in IET program design and implementation so that, beyond meeting the WIOA-established definition of IET, activities and training are contextually, concurrently, and simultaneously integrated through utilization of high-quality instructional materials.

Questions to Consider	Meets (M) Example	Partially Meets (PM) Example	Does Not Meet (DNM) Example	Associated Resources
2. Does the program design provide staff adequate planning time and professional development so that they can integrate the required instructional components?	Instructor(s) have adequate planning and collaboration time, utilize assessments to adjust instruction, discuss and address learner needs, and receive professional development on academic, workforce, and training content, regardless of instructor-specific responsibilities. Instructor(s) regularly receive feedback that enhances the materials and their delivery toward integrated education and training.	Instructor(s) have minimal planning and collaboration time, utilize assessments to adjust instruction, discuss and address learner needs, and receive professional development on academic, workforce, and training content, regardless of instructor-specific responsibilities. Instructor(s) may receive feedback, but it may not align with learner needs or program goals.	There are no formal policies around instructor planning and collaboration or feedback and development.	<ul style="list-style-type: none"> <li>• <a href="#">Sample scheduling</a></li> </ul>



**Record your program's results in the Summary of Quality Rubric Results table.**

<sup>4</sup> Adapted from the [Florida Inclusion Network's Collaborative Teaching Walkthrough Tool](#)

# SECTION III: ACTION PLANNING TO ENHANCE IET PROGRAM QUALITY



After reviewing the associated resources for questions to consider that you did not score as “meets,” identify 1 immediate action and 1 strategic shift you want your program to prioritize across each indicator.

Indicator	Immediate Action	Strategic Shift
Employment-driven		
Future-focused		
Learner-centric		
Integrated design		

Select **one** indicator to focus on to develop an action plan.

Indicator of focus	Rationale for selection	Anticipated results/accomplishments



<b>Action Steps</b> What Will Be Done?	<b>Responsibilities</b> Who Will Do It?	<b>Timeline</b> By When? (Day/Month)	<b>Resources</b> A. Resources Available B. Resources Needed (financial, human, policy changes, & other)	<b>Potential Barriers/Challenges</b> A. What individuals or groups might resist/challenge? B. How can you address these challenges or this resistance in a productive, solution-focused manner?
Action Step #1:				
Action Step #2:				
Action Step #3:				
Action Step #4:				
Action Step #5:				

Evaluation Process (How will you know that you are making progress? What are your benchmarks?)

Evidence Of Success (How will you determine that your goal has been reached? What are your measures?)

# IET QUALITY RUBRIC APPENDIX

Bailey, C. (2021–2022). *Florida’s Integrated Education and Training (IET) Guide*. Florida Department of Education Division of Career and Adult Education. Accessible at: <https://www.fldoe.org/core/fileparse.php/7522/urlt/FL-IntegratedEduTrainingGuide.pdf>

GET THERE: Florida’s Workforce Education Initiative and Florida Department of Education Division of Career and Adult Education. (2021–2022). *Putting Florida’s Adult Learners First: Adult Education and Family Literacy Act 2021–2022 Grant Competition*. Florida Department of Education, Career and Adult Education. Accessible at: <https://www.fldoe.org/core/fileparse.php/7515/urlt/ImplementationGuide.pdf>

Impaq International, Maher & Maher, & Safal Partners. *Integrated Education and Training Design Toolkit*. U.S. Department of Education, Office of Career, Technical and Adult Education. Accessible at: <https://lincs.ed.gov/sites/default/files/2022-08/IET-Toolkit.pdf>

Imperatore, C., & Hyslop, A. (2018, October). *High-Quality CTE Tools*. Association for Career & Technical Education. Accessible at: <https://www.acteonline.org/professional-development/high-quality-cte-tools/>

Makonnen, Z., Bray, J., McReynolds, B., Rague, B., & Meyer, M. (2020, September 23). *Hallmarks of High Quality Apprenticeships*. Workforce GPS. Accessible at: <https://www.workforcegps.org/events/2020/08/27/14/58/Hallmarks-of-High-Quality-Apprenticeships>

Workforce Innovation and Opportunity Act, 29 U.S.C. § 3101 (2014). Accessible at: <https://www.govinfo.gov/content/pkg/PLAW-113publ128/pdf/PLAW-113publ128.pdf>

## APPENDIX B: IET CHECKLIST ADDITIONAL RESOURCES

### CHECKLIST

- ☐ Determine feasibility of potential programs to prioritize and select

## SELECTING A PROGRAM



Prioritize and Select:

Use the space below to list the potential industries/occupations that meet learner and community needs (step 4 of the *IET Checklist*) based on the results of the needs assessment (step 3 of the *IET checklist*):

B. Use the tables on the pages below to collaboratively discuss and rank the feasibility of each potential program (there is space for brainstorming up to 4 programs).

Program 1:					
	My site doesn't have this	I'm not sure about this	This exists nearby, or I could form a partnership to get this	My site has this	Notes
<b>Facilities</b> <i>(e.g., classroom or lab space, training location, etc.)</i>					
<b>Materials</b> <i>(e.g., tools or physical objects needed for program)</i>					
<b>Staff</b> <i>(consider current staff competencies across 3 required components of an IET)</i>					
<b>Local employers</b> <i>(partnerships do not need to be solidified; is there a potential for learners to get a job?)</i>					

Program 2:					
	My site doesn't have this	I'm not sure about this	This exists nearby, or I could form a partnership to get this	My site has this	Notes
<b>Facilities</b> <i>(e.g., classroom or lab space, training location, etc.)</i>					
<b>Materials</b> <i>(e.g., tools or physical objects needed for program)</i>					
<b>Staff</b> <i>(consider current staff competencies across 3 required components of an IET)</i>					
<b>Local employers</b> <i>(partnerships do not need to be solidified; is there a potential for learners to get a job?)</i>					

Program 3:					
	My site doesn't have this	I'm not sure about this	This exists nearby, or I could form a partnership to get this	My site has this	Notes
<b>Facilities</b> <i>(e.g., classroom or lab space, training location, etc.)</i>					
<b>Materials</b> <i>(e.g., tools or physical objects needed for program)</i>					
<b>Staff</b> <i>(consider current staff competencies across 3 required components of an IET)</i>					
<b>Local employers</b> <i>(partnerships do not need to be solidified; is there a potential for learners to get a job?)</i>					

Program 4:					
	My site doesn't have this	I'm not sure about this	This exists nearby, or I could form a partnership to get this	My site has this	Notes
<b>Facilities</b> <i>(e.g., classroom or lab space, training location, etc.)</i>					
<b>Materials</b> <i>(e.g., tools or physical objects needed for program)</i>					
<b>Staff</b> <i>(consider current staff competencies across 3 required components of an IET)</i>					
<b>Local employers</b> <i>(partnerships do not need to be solidified; is there a potential for learners to get a job?)</i>					

**Facilities/Materials/Staff/Local Employers:**

- -1 = Do not have this
- 0 = I'm unsure about this
- 1 = This is nearby/there is partner potential
- 2 = Have this

**Student Interest:**

- 0 = No student data/no student interest
- 1 = Some student interest
- 2 = A lot of student interest

**Stackability:**

- 0 = No current potential for stackability and no potential to implement without significant work
- 1 = No current stackability BUT potential to implement opportunities for advancement
- 2 = Current opportunities for advancement

	<b>Facilities</b>	<b>Materials</b>	<b>Staff</b>	<b>Local Employers</b>	<b>Student Interest</b>	<b>Stackability</b>	<b>Total</b>
<b>Example Program:</b>	1 (Nearby)	2 (Have)	0 (Unsure)	0 (Unsure)	1 (Some)	1 (Plans)	5
<b>Program 1:</b>							
<b>Program 2:</b>							
<b>Program 3:</b>							
<b>Program 4:</b>							

C. Based on each program's total and any other considerations, select which program(s) is most feasible to implement and move to step 9: begin to formalize partner agreements.



# PROGRAMMATIC MODELS:



The OCTAE Integrated Education and Training Design Toolkit names 6 types of programmatic models for IETs (also listed below) but notes that these are not comprehensive of all programmatic models that can or might exist. The first 4 of the below are particularly pertinent to this playbook. Below each of the 4 pertinent models are questions for consideration to discern which best fits the organization's current state and potential pool of learners' wants and needs.

- 1. Bridge programs** provide a broad foundation that enables adults who lack adequate basic skills to enter and succeed in postsecondary education and training:
  - Do learners have deficiencies in basic skills that—assuming they have relevant workplace skills—may prevent them from being employed?
  - Are there established IETs, training programs, or degree/career pathways that a foundational program can articulate into?
- 2. Workplace learning programs** provide adult learners with on-the-job experience or training through an organized, structured program:
  - Is there a viable potential for an employer partnership?
- 3. Pre-apprenticeship programs** prepare adult learners to enter and succeed in a Registered Apprenticeship or other high-quality apprenticeship program:
  - Does a related apprenticeship program already exist in the organization or community?
  - Is there local or organizational desire or demand for developing a related apprenticeship?
- 4. Integrated English literacy and civics education programs** help adult learners build English language skills, learn about the rights and responsibilities of a person living and working in the United States, prepare for the U.S. citizenship exam, and acquire skills to thrive in full-time employment:
  - Are learners primarily people new to the United States?
- 5. Corrections education programs** provide men and women under correctional supervision with educational opportunities to help them obtain employment upon release.
- 6. Out-of-school youth programs** serve youth ages 16–24 who have barriers to employment such as justice involvement, basic skills deficits, and little to no work history.

Based on the best-fit programmatic model, take note of staff who may need to be hired or reassigned. Consider whether classes will require 1 teacher (staff with occupationally relevant and academic experience) or multiple (staff members often split workplace training, basic adult education, and workforce preparation activities). If staff need to be hired or reassigned, make note in the Playbook for Florida IETs: Policy, Personnel, and Budget Considerations worksheet.

## CHECKLIST

- ☐ Begin recruiting or adjusting staff based on programmatic model

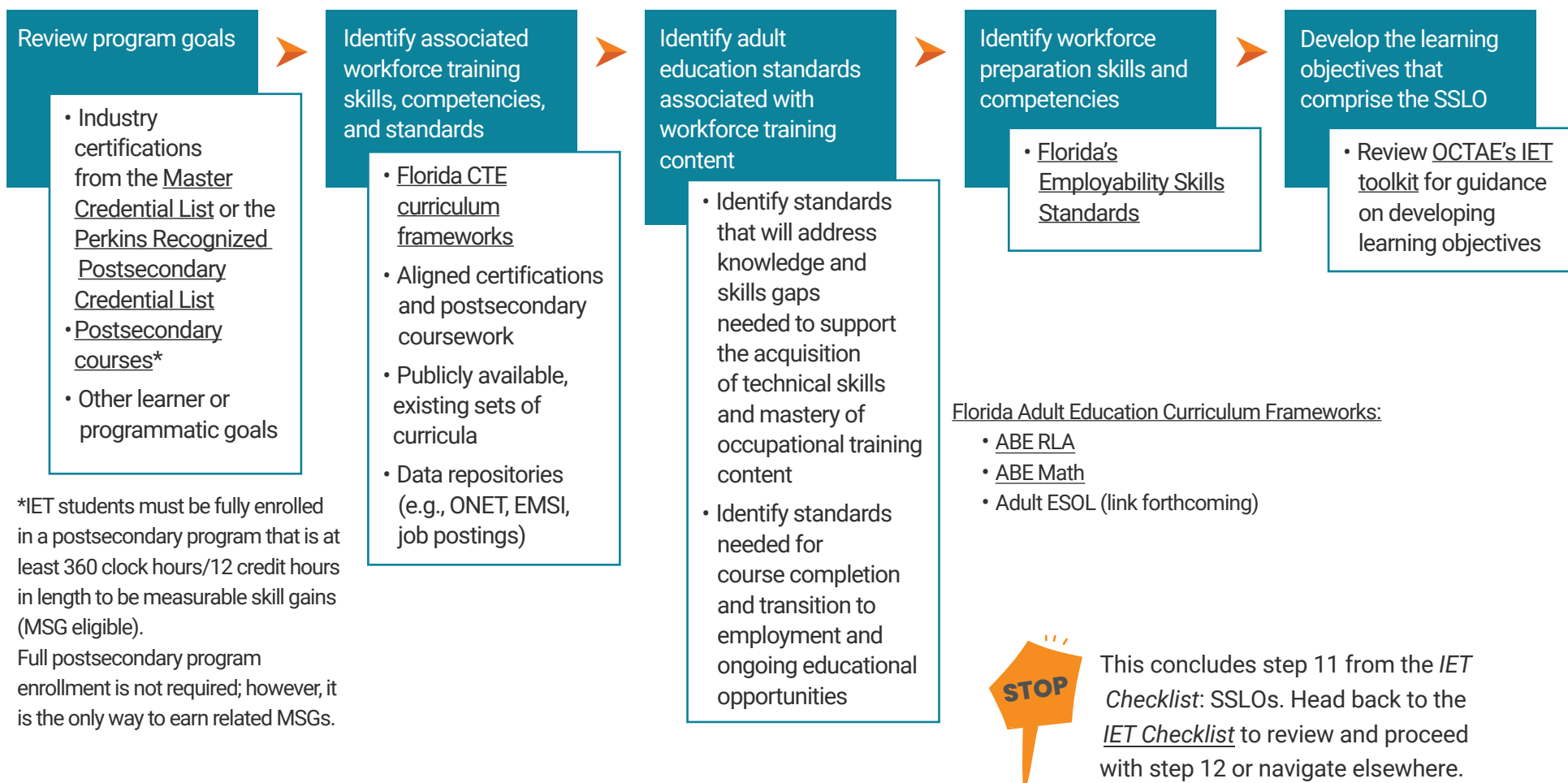
# SINGLE SETS OF LEARNING OBJECTIVES:

Florida IET programs must submit a program of study form and a Single Set of Learning Objectives to ensure their program is approved by the Florida Department of Education. Figure 6 outlines the process for developing a Single Set of Learning Objectives, specifying steps defined in OCTAE's IET Toolkit for Florida-specific programs. Following these steps will also assist programs in submitting their program of study form.

## CHECKLIST

- ☐ Identify knowledge, skills, competencies to develop a Single Set of Learning Objectives (SSLO)

**Figure 6. Developing Single Sets of Learning Objectives for Florida IET Programs**  
Coordinate with employer partners, training providers, etc.



## APPENDIX C: PARTNERSHIP RESOURCES

### Email Template

Subject: Introducing [program name] to [recipient organization]

OR

An opportunity to [the impact this partnership can have on the community in a few words]

Hello [insert recipient's name],

My name is [insert sender's name], and I am the [insert sender's title] at [insert sender organization's name]. At [insert sender organization's name], we currently provide [list of 2-3 most relevant services to the recipient's organization]. You can see more information on our current work in the attachment, at our website, or through social media, linked in my signature.

We are planning to [insert information on upcoming IET programming] in order to [insert goals of the program]. These goals seem to align well to [insert recipient organization's name]'s [insert aligned priority of organization], and we believe we can [insert what your programming can provide to the organization] by [2-3 concrete examples].

If you're open to exploring a potential partnership with us in order to [restate the goals of the program + recipient organization], please let me know when you have 30 minutes to meet. I can send over a [insert e-meet software utilized by sender's organization] invite but am happy to come to [insert recipient organization] to talk in person.

If you think someone else from [insert organization's name] is better suited to discuss this opportunity with us, please feel free to pass this note along to them or share their information with me.

Looking forward to speaking with you,

[Insert sender name]

[Insert sender title and organization name]

[Insert contact information]

[Insert links to program website and social media]

## Email Example

### Paraprofessional Employer Partner Outreach

Subject: Local partnership opportunity to strengthen and diversify GISD's teacher pipeline

Hello Monica,

My name is Roman Diaz, and I am the Director of Adult Education Programming at Gator County Public Schools. At GCPS, we currently provide education, training programs, and career services for over 150 adults across Gator County. You can see more information on our current work in the attachment, at our website, or through social media, linked in my signature.

**We want to implement a program that trains non-instructional staff to become paraprofessionals in order to strengthen and diversify GISD's teacher pipeline.** Our goals seem to align well to GISD's Teacher Pipeline Initiative and Supporting Effective Educators Grant the district was just awarded (congratulations, by the way!), and we believe we can help execute GISD's grant priorities by

- recruiting diverse candidates into the teacher pipeline by tapping into campus-based non-instructional staff and
- providing them the education and training through competency-based training necessary to become an effective, certified paraprofessional.

If you're open to exploring a potential partnership with us in order to reduce the burden on current GISD instructional staff and provide more targeted support to GISD students, please let me know when you have 30 minutes to meet. I can send over a virtual meeting invite or am happy to come to GISD's central office to talk in person.

If you think someone else from GISD is better suited to discuss this opportunity with us, please feel free to pass this note along to them or share their information with me.

Looking forward to speaking with you,

Roman Diaz

Director of Adult Education Programming at Gator County Public Schools

[rdiaz@gcps.org](mailto:rdiaz@gcps.org) | (111) 222-3333

[www.gcps.org/ae](http://www.gcps.org/ae) | Check out the accomplishments of our graduates on [Facebook](#) and [Twitter](#)!

## Email Example

### Community childcare organization partnership

Subject: Childcare support for locally trained CNAs

Hello Jonas,

My name is Cristina Novitch, and I am the Director of Adult Education Programming at Ocean City Technical College. At OCTC, we currently provide education and training programs and career and financial services for adults across Ocean City. You can see more information on our current work in the attachment, at our website, or through social media, linked in my signature.

In Ocean City, as across the state, many residents at hospitals and other patient centers do not receive adequate health care because they cannot communicate their specific health care needs in English. We want to train adult learners to become Certified Nursing Assistants, and since many of our participants are fluent in other languages (primarily Spanish), they will be able to specifically support these Ocean City residents. However, our learners (many of whom are residents of Seaside Condominiums) have childcare needs that extend beyond the time they are just in the program. Since First Steps is planning to expand to the east side of Ocean City soon, and the goals of our program align well with First Steps' mission around community-oriented care, we think we may be able to support First Steps' expansion efforts through a partnership between our organizations.

If you're open to exploring a potential partnership with us in order to support local parents and guardians while they further their education and career goals, please let me know when you have 30 minutes to meet. I can send over a virtual meeting invite or am happy to come to your office to talk in person.

If you think someone else from First Steps is better suited to discuss this opportunity with us, please feel free to pass this note along to them or share their information with me.

Looking forward to speaking with you,

Cristina Novitch

Director of Adult Education Programming, Ocean City Technical College

[cristina.n@octc.org](mailto:cristina.n@octc.org) | (444) 555-6666

[www.octc.org/IET](http://www.octc.org/IET) | Follow us on [Facebook](#) and [Twitter](#) to keep up with our program.

## Phone Call Template

**"Hello, is this [insert name of recipient at potential partner organization]?"**

**If yes** – "My name is [insert name of caller at IET program], and I am [insert title] at [organization]. How are you today? [Make an attempt at genuine response/personal connection to their response as applicable.] By chance, did you know [insert organization] provides [list of 2-3 most relevant services to the recipient's organization]?"

**If yes** – "Great! How did you hear about us?"

– "You may not have heard of a new program that we are developing, [insert information on upcoming IET programming] in order to [insert goals of the program]. These goals seem to align well to [insert recipient organization's name]'s [insert aligned priority of organization], and we believe we can [insert what your programming can provide to the organization] by [2-3 concrete examples]. I'd be happy to talk more about this with you now, if you have time, or perhaps we can set up 30 minutes in the next week or two to discuss further?"

**If no** – "Well, since we have [insert a recent accomplishment], we are looking to increase the variety of programming we provide to our learners."

**If they have time now, utilize talking points from pitch deck.**

**If they would rather set up a meeting**

– "Fantastic! What is your email so I can set something up?"

**If they do not show interest –**

"I completely understand. Would it be ok if I reached back out in a few weeks to share updates we've made on developing the program?"

**Closing** – "Thank you so much for your time. I really appreciate it. Talk to you soon."

## Phone Call Template (continued)

**“Hello, is this [insert name of recipient at potential partner organization]?”**

**If no** – “May I ask with whom I am speaking? Nice to meet you [insert name of person on the phone]. My name is [insert name of caller at IET program], and I am [insert title] at [organization]. I’m calling to discuss [insert outreach purpose] with [insert potential partner organization] to [insert program goals].

Are you able to transfer me to their direct line?”



**If yes**, and they answer, return to previous page

**➤ If yes, but you get their voicemail** – “Hello [insert name of recipient at potential partner organization], my name is [insert name of caller at IET program], and I am [insert title] at [organization]. [insert organization] provide [list of 2-3 most relevant services to the recipient’s organization] and are developing some new programming that will [insert information on upcoming IET programming] in order to [insert goals of the program]. These goals seem to align well to [insert recipient organization’s name]’s [insert aligned priority of organization], and we believe we can [insert what your programming can provide to the organization] by [2-3 concrete examples]. If you’re interested in learning more, please give me a call back at [insert phone number], or you can reach me via email at [insert email]. Looking forward to speaking with you.”

**If no** – “Do you have an idea of when [insert name of recipient] may be available for me to call back, or could you please take a message for them?”



**If call back** – “Thank you so much [insert name of person on the phone]. You have been most helpful. I’ll be calling back around [insert time desired recipient may be available]. Talk to you soon, and have a great day.”

**If take a message**

## Connection Email Template

Emailing the Organization Directly and CCing the Contact

Utilize the **email template**, changing only the first paragraph:

My name is [insert sender's name], and I am the [insert sender's title] at [insert sender organization's name]. [Insert connector's name] (CC'ed) shared your contact information with me [insert description of the circumstances through which the connection originated] because they felt [insert why the connector agreed to make the connection]. At [insert sender organization's name], we currently provide [list of 2-3 most relevant services to the recipient's organization] (you can see more information on our current work in the attachment or at our website or social media, linked in my signature).

### Connection Email Example (Paragraph 1 only)

This email example replaces paragraph 1 of **this email example**.

My name is Roman Diaz, and I am the Director of Adult Education Programming at Gator County Public Schools. Valerie Castro (CC'ed) shared your contact information with me at the last regional teacher preparation task force meeting hosted by the Florida Foundation because she felt that GISD might be able to outsource some instructional staff training to our adult education center. At GCPS, we currently provide education and training programs and career services for over 150 adults across Gator County (you can see more information on our current work in the attachment or at our website or social media, linked in my signature).



## Emailing the Connector Sample Language with the Introduction Request

Subject: Thank you for making the connection to [insert name of contact at potential partner organization]!

Hello [name of connector],

Thank you so much for being willing to connect me with [insert name of contact at potential partner organization]. If helpful, below is draft language you can use as is, adjust, or pull from to make the connection.

—

Subject: [insert name of contact at potential partner organization]-[insert program staff name] connection

Hello [insert name of contact at potential partner organization],

How are you? [Insert line on how connector and program staff connected], and I wanted to connect the two of you so that you could discuss some new programming they are planning to offer. [Insert program organization's name] currently provides [list 2-3 most relevant services to the potential partner organization] (you can see more information on their current work in the attachment or at their website or social media).

They are planning to [insert information on upcoming IET programming] in order to [insert goals of the program]. These goals seem to align well to [insert potential partner organization's name]'s [insert aligned priority of organization] since they are planning to [insert what your programming can provide to the organization] by [2-3 concrete examples].

I'll leave it to the two of you to connect from here. Please feel free to keep me included on your communication and invite me to any meetings that develop.

# Networking

## Elevator Pitch Examples

Networking often yields brand new, unprecedented connections; sometimes, these cannot be researched and prepared for; they must be tailored to the new connection. This is where a stock elevator pitch can assist program administrators, namely with the following:

1. Provide all staff and stakeholders with consistent language on the programming
2. Communicate your program's unique goals and achievements clearly and memorably
3. Act as stock language to draw upon for use across outreach strategies

Elevator pitches, like outreach strategies, can be utilized for different purposes (e.g., informative, persuasive, etc.), but they utilize similar linguistic strategies. The below are adapted from Steve W. Martin's 6 sales linguistic structures for a winning elevator pitch in [this](#) Harvard Business Review article:

**Softeners** - A softener eases listeners into the next thought or is used to set expectations.

**Facts** - A fact is the undisputed truth. Facts are recognized instantaneously.

**Personalization** - Personalize stories, parables, analogies, etc., to communicate ideas by using examples that people can relate to and identify with. This enables complex concepts and theories to be explained in an understandable, interesting, and persuasive manner.

**Suggestions** - Foreground suggestions are direct and explicit. Background suggestions are indirect and their meaning is inferred.

**Fallback positions** - Every conversation is actually a verbal negotiation. Instead of giving ultimatums that force the listener to accept or reject your close, provide options prepared in advance from which listeners can select.

**Silence** - Silence is an important and useful linguistic structure. It indicates you are listening and waiting for a response. Silence can actually be used to gain dominance during conversations.

The examples on the next page utilize the strategies above and are meant to be customizable for program administrators introducing their program to someone with whom they wish to develop an immediate or near-term partnership.

## Elevator Pitch

### Paraprofessional IET

Hello Monica, I'm Roman Diaz, the Director of Adult Programming at Gator County Public Schools [fact]. It's great to put a face to the name of the person who is spearheading the teacher pipeline work at Gator ISD [softener]. I'm not sure if you are aware of the education and training services we provide to the broader Gator County adult community [softener], but we work with over 150 adults every year to provide them with targeted job training and relevant basic education, like math, literacy, and English language skills. I'm talking to nearby districts about out-of-the-box strategies they're using to bolster the teacher pipeline [personalization] and reduce near- and long-term vacancies since we're developing new job-embedded programming for adults interested in becoming teachers [fact, background suggestion]. I'll be dropping by GISD over the next few weeks for orientation and to meet my daughter's teachers (she's entering 5th grade); could I stop by your office for half an hour to talk more about how our programming is different from traditional adult education programs that require learners to attend night and weekend classes [softener, foreground suggestion]? [Pause - silence, wait for response]. I'll be sorry to miss you, but enjoy your vacation [softener]! Can I instead send you our deck with initial thoughts on the program [fallback position, foreground suggestion]? Great. Just to confirm your email address, that's [Monica.Bowie@gisd.org](mailto:Monica.Bowie@gisd.org)? Is there anyone else I should send it to [fallback position]? [Pause - silence]. Okay, that's Gina Wright, Director of HR. Thank you Monica, you'll be hearing from me shortly. Hope to meet you soon.

**Challenge:** Reduce your elevator pitch to 1 sentence that can be used for subject lines, bylines on presentations, or bios on social media; the brevity will help to really hone the message your program wants to project. Review [this](#) Harvard Business Review article and the examples below for inspiration.

#### 1 sentence pitch: ParaProfessional IET

Removing barriers to the teaching profession by educating and training school community members on the job.

## Elevator Pitch

### CNA IET

Hello Jonas, I'm Cristina Novitch, the Director of Adult Education Programming at Ocean City Public Schools [fact]. I've been excited to talk with someone at First Steps since I attended my niece's graduation there last May [softener]! I'm not sure if you are aware of the education and training services we provide to the broader Ocean City adult community [softener], but we provide education and training programs as well as career and financial services to adults across the city. Our learners - like all parents and guardians - want to advance their careers largely to better the lives of their children but are faced with exorbitant costs for childcare and long drive times since there are not many accredited childcare institutions on the east side of the city [personalization]. I saw that First Steps is planning to expand to the east side and is looking to enroll 50 children [fact, background suggestion]. I'd be happy to show you and your team around the neighborhood and introduce you to some lifelong community members to discuss the idea of a partnership between our organizations [softener, foreground suggestion]? [Pause - silence, wait for response]. That would be fantastic; how do you feel about Colombian food [softener]? Or, we can start off at a local coffee shop started by one of our program's graduates! I'll send over some information about the program (and the coffee shop) in advance [fallback position, foreground suggestion]. Just to confirm your email address, that's [Jonas.H@firststep.com](mailto:Jonas.H@firststep.com)? Is there anyone else I should invite [fallback position]? [Pause - silence]. Okay, I've got your 3 other team members noted. Thank you Jonas, you'll be hearing from me shortly. Thank you for your time.

### 1 sentence pitch: CNA IET

Preparing healthcare professionals who authentically serve their community.

**Don't Forget:** After developing the elevator pitch, practice it with program staff to confirm any networkers will be able to consistently deliver accurate messaging about the program. After delivering the pitch, the networker should research the new connection's organizational priorities and determine the best follow-up strategy (utilize the outreach strategies!) to extend the connection and develop the potential partnership.

## Social Media

### Questions to Consider Further

Question	Consideration
Are there social media guidelines or requirements that I must meet?	<p>A marketing, public relations, or related department may be the best place to start when considering how best to utilize social media for outreach.</p> <p>Consider doing some research to identify a particular contact and schedule a meeting to discuss the questions below that you or your staff do not know the answer to.</p>
What social media platform(s) is my program currently on?	<p>More is not always better. Be realistic about staff time and capacity to utilize and update social media.</p> <p>Consider your goals around the purpose of social media outside of outreach. Determine what platforms best help meet those goals (for example, if your program wants to use social media to recruit learners, consider what social media platforms your target learners may utilize).</p>
Who is responsible for my program's social media account(s)?	<p>Consider whether program staff can create accounts or whether that has to be completed or approved by a central staff/office person.</p> <p>Determine what responsibilities program staff have for maintaining social media and identify whether there are broader branding guidelines.</p>
What should be posted on my program's social media account(s) and how often?	<p>Consider making a monthly/quarterly/annual plan for social media posts that includes the type of content (e.g., achievements, features, virtual tours, resources), who is responsible for gathering content, and who is responsible for writing/editing/approving/posting the content.</p>
How should my program interact with followers and other accounts?	<p>Consider following potential partner social media accounts and liking, commenting, or sharing their posts that are pertinent to your audience.</p> <p>Develop a consistent strategy to utilize in interacting with followers (e.g., "like" comments that demonstrate excitement or positivity about the program and respond back to or direct message comments that demonstrate frustration or require a solution).</p>

## Sample Accounts



### **HENDRY COUNTY**

The Hendry County Schools Adult Education Facebook page features text-based posts, photos, and videos announcing program updates, community events, and student and staff testimonials.



### **ADULT LEARNING CENTER OSCEOLA**

Adult Learning Center Osceola's Twitter page shares student and staff success stories, partner engagements, and regular state national adult education events and opportunities, often tagging state events pages and utilizing hashtags to increase views and bring attention to current initiatives.



### **LEE COUNTY**

Lee County Adult Education's Twitter page showcases partnerships by posting images of partner events, donations, and scholarships and tagging partners' social media pages and other related pages to increase awareness.

# APPENDIX D: SUPPORT SERVICES RESOURCES

**Sample Learner Success Plan**  
**Table D1: Learner Journey Across Program Stages**

<b>Stages</b>	<b>Existing Touchpoints</b> <i>Every point of contact between a student and an institution or program</i>	<b>Mindsets</b> <i>What are students thinking and feeling along the way?</i>	<b>Opportunities</b> <i>What additional touchpoints might be needed? Or should existing ones be improved?</i>
<b>Before Enrollment</b> <i>(e.g., during application process, orientation/intake, website, social media)</i>	<p>Before orientation:</p> <ul style="list-style-type: none"> <li>• See posts on social media.</li> <li>• Download and complete application OR complete application in person with admissions staff.</li> <li>• Receive email or call that application has been received from admissions staff.</li> </ul> <p>During orientation:</p> <ul style="list-style-type: none"> <li>• Meet with admissions staff (in person or over the phone).</li> <li>• Visit campus and receive tour from admissions staff.</li> </ul> <p>During intake:</p> <ul style="list-style-type: none"> <li>• Meet with assigned advisor to               <ul style="list-style-type: none"> <li>• Take placement tests (as applicable),</li> <li>• Select courses and career pathways based on content and schedule/timing, and</li> <li>• Learn about course expectations (schedule, timing, supplies, path to certification, etc.).</li> </ul> </li> </ul>	<p>Prospective students:</p> <ul style="list-style-type: none"> <li>• Enrolling in this program could change my life.</li> <li>• School has never been a strength, will it be different this time?</li> <li>• Will I be able to balance the demands of school with everything else I am juggling?</li> </ul>	<p>Additional touchpoints for prospective students:</p> <ul style="list-style-type: none"> <li>• Consider the reputation of the program within the community:               <ul style="list-style-type: none"> <li>• What do people say about it? Are the expectations reasonable for working students with families?</li> <li>• Do people have friends or neighbors that enrolled and found success?</li> </ul> </li> </ul> <p>Opportunities to strengthen existing touchpoints:</p> <ul style="list-style-type: none"> <li>• Engage in marketing in English and Spanish.</li> <li>• Market through community-based organizations such as CASAS.</li> <li>• Highlight transportation and childcare supports provided as well as mentoring program.</li> </ul>

<b>Stages</b>	<b>Existing Touchpoints</b> <i>Every point of contact between a student and an institution or program</i>	<b>Mindsets</b> <i>What are students thinking and feeling along the way?</i>	<b>Opportunities</b> <i>What additional touchpoints might be needed? Or should existing ones be improved?</i>
<p><b>During Program</b>  <i>(e.g., initial attendance, progress monitoring, certification/ completion, job hunting)</i></p>	<p>During programming:</p> <ul style="list-style-type: none"> <li>• Interact with teachers who deliver program content (academic and sector-specific staff).</li> <li>• Bi-weekly meetings with advisors to receive guidance on their courses and progress on their pathways.</li> </ul> <p>Post-programming, pre-completion of pathway:</p> <ul style="list-style-type: none"> <li>• Transition meeting 1 with advisors to confirm post programming assessments needed (e.g., GED, certification exams, etc.).</li> <li>• Transition meeting 2 with advisors for resume and interview/job finding progress and support.</li> </ul>	<p>Enrolled students:</p> <ul style="list-style-type: none"> <li>• Math is hard - I will never use this in my chosen career path.</li> <li>• I'm not like the other students. They don't have the same challenges as I do.</li> <li>• These classes don't allow me to do what I'm best at.</li> <li>• Will this really prepare me for my GED?</li> <li>• This is my dream job! What if I don't get it?</li> </ul>	<p>Additional opportunities for enrolled students:</p> <ul style="list-style-type: none"> <li>• Hear encouragement at home, at work, in their communities.</li> <li>• Have the option to receive additional support such as study skills session, one-on-one or small group tutoring, access to online tech-enabled academic support.</li> <li>• Access to a mentor who completed the program and has similar characteristics/challenges.</li> <li>• Receive ELL supports and have access to a trained co-teacher.</li> <li>• Receive help with job applications such as resume review, support with cover letters and mock interviews.</li> </ul> <p>Opportunities to strengthen existing touchpoints:</p> <ul style="list-style-type: none"> <li>• Hire multilingual advisors.</li> <li>• Ensure certified ELL teacher provides support to lead teacher in academic and sector-specific courses with planning, instructional delivery, or both.</li> </ul>



<b>Stages</b>	<b>Existing Touchpoints</b> <i>Every point of contact between a student and an institution or program</i>	<b>Mindsets</b> <i>What are students thinking and feeling along the way?</i>	<b>Opportunities</b> <i>What additional touchpoints might be needed? Or should existing ones be improved?</i>
<p><b>After Completion</b>  <i>(e.g., alumni support, additional entry points, retention tracking)</i></p>	<ul style="list-style-type: none"> <li>• Complete post-graduation surveys online that are sent via email.</li> <li>• Annual check-in with advisor to share updates and receive additional support; advisor supports stackability of credential within program or to other programs.</li> <li>• Receive e-mails, social media updates, and direct mail from their program.</li> </ul>	<p>Program graduates:</p> <ul style="list-style-type: none"> <li>• This program was a valuable use of my time.</li> <li>• I can be successful in additional education or training programs if I want to move up in my career.</li> <li>• I know I can do this job.</li> </ul>	<p>Additional opportunities for program graduates:</p> <ul style="list-style-type: none"> <li>• Attend community events where they see/feel the presence of their program such as at parades, barbecues, farmers markets, at the community center or YMCA.</li> <li>• Serve as mentors for current students.</li> </ul> <p>Opportunities to strengthen existing touchpoints:</p> <ul style="list-style-type: none"> <li>• Receive support with creating a family budget, planning for childcare, and transportation to their new job.</li> </ul>

**Table D2: Learner Personas**

	<b>Demographic Details</b>	<b>Motivations/Aspirations/ Short- and Long-Term Goals/ Dream Job or Career Path</b>	<b>Needs, Fears, and Wants/Potential Barriers they will Encounter</b>
<b>Generic Persona</b>	Students are generally between 20 and 25; most students are Latinx; the majority identify as female.	They are hoping to achieve economic mobility by accessing a career path that has high earning potential and is something they enjoy.	They have not historically been successful in formal academic settings for assorted reasons and fear the same will be true here.  They are worried about whether they will be able to juggle the demands of family and work with school.
<b>Persona 1</b>	Recent immigrant to the United States from Latin America.	They are hoping to earn a credential of value and acquire language skills.	They are worried that the program will not meet their language needs or that they will need to know English before enrolling.
<b>Persona 2</b>	ABE student who needs to earn their GED.	They are hoping to become a more competitive candidate for jobs that pay a living wage.	They won't be able to afford the program or find the time required to complete the program.
<b>Persona 3</b>	Late stage career changer – individuals in their late 30s or early 40s seeking a fresh start.	They are hoping to learn a new trade or skill.	That they won't be able to remember how to be a student.

**Table D3: Supports for Learner Personas**

	<b>Specific Support</b>
<b>Academic Programs</b> <i>(e.g., classes, projects, and workshops for degree and non-degree programs, ELL supports, workshops on study skills)</i>	Targeted ELL support. Study skills workshops for older students.
<b>Student Services</b> <i>(e.g., admissions, enrollment, finance, pell grants, advising, health, library, career, transportation, tutoring)</i>	Support with Pell grant applications. Transportation from community centers to classes. Tutoring (in person or online). Access to advisors who support with course selection as well as coaching during job application process.
<b>Technology</b> <i>(e.g., tech hardware and software and infrastructure to create and collaborate)</i>	Student laptops for use throughout the program as well as wireless hotspots.
<b>Campus Facilities</b> <i>(e.g., dependent care, classrooms, dining, study spaces, sports, library, residential, labs)</i>	Study spaces and dependent care.
<b>Community and Culture</b> <i>(e.g., participating, feeling supported, belonging, having a say)</i>	Set up cohorts/affinity groups to enable students to feel connected to one another or a mentoring program that pairs recent graduates with new students.  Work to establish a positive presence in communities where a large number of students are drawn from; establish and maintain a presence at community events.
<b>Personal</b> <i>(e.g., case management, family services, counseling, dropout prevention)</i>	Dropout prevention and counseling.
<b>Additional/Miscellaneous</b>	

**Table D4: Supports for Learner Personas**

<b>Supports</b>	<b>Cost</b>	<b>Potential Partners for Service</b> <i>(some may help defray cost)</i>	<b>Potential sources of funding</b>
ELL teacher	\$44,000 <sup>5</sup>	Local community orgs that work to support members of Latinx community with language and employability skills <a href="https://wearecasa.org/">https://wearecasa.org/</a> .	Federal <u>NACTEP grants</u> .
Transportation	Pre-paid cards for public transportation	County Transportation department.	Work to align class schedules with public transportation schedules.
Childcare	\$15/hr per worker \$X supplies	Local high schools often have childcare vocational programs that could host the program after hours.	House on a school campus to decrease cost.

<sup>5</sup>Natl. Avg for certified ELL teacher.

# APPENDIX E:

## CNA AND PARAPROFESSIONAL IET RESOURCES

### CNA

#### Single Set of Learning Objectives

#### Indicators of Quality:

##### 1. Integrated Instruction:

- Materials are designed so that learners develop job-specific knowledge and skills as well as general employability skills through engaging with occupationally relevant content.

In the CNA program, students develop knowledge and skills to obtain certification as nursing assistants while advancing their core academic and employability skills. For example, students learn about the roles and responsibilities of CNAs through document and case study readings, including the specific professional skills required for healthcare workers. Then, they conduct a mock video interview to demonstrate their competency in skills such as cultural competency and professional communication and appearance.

**BloomBoard**

Introduction to the Healthcare Profession  
Artifact 2: Mock Interview Plan (Optional)

**Instructions:** Use this template to plan your responses and prepare your script for your mock interview video. Using this planning template is optional, and you will not submit it.

Prompt	Response
1. Briefly describe your education and/or professional experiences that relate to the CNA role.	
2. Identify at least one self-attribute that will make you good at a CNA role.	
3. Identify at least one reason you want to be hired as a CNA.	
4. Identify at least one way that you would help a patient/resident with physical, safety, or social needs.	

**Section II: Prepare Your Script**

Use this space to write out a script for your mock interview video.

##### 1. Integrated Instruction:

- Materials include basic education skills and English language supports that meet the needs of the target population, align to state adult education standards, are grounded in research- and evidence-based best practices, and utilize occupationally relevant content.

CNA students learn and practice relevant math, science, technology, and communication skills, including documenting measurements using a metric scale; converting between Imperial and metric systems when measuring time, temperature, length, and mass/weight; calculating time on a 24-hour scale; utilizing industry-specific medical abbreviations; and demonstrating an ability to read and report on graphs, charts, and tables. For example, students must demonstrate math and science skill mastery when completing patient chart artifacts, requiring them to document intake/output calculations and medication details.

**BloomBoard**

Technology in Healthcare

**Overview**

Hospitals and healthcare facilities of all types are a mecca of technology. From imaging devices that exceed hundreds of thousands of dollars each to single-use urine cups that satisfy a narrow but important purpose, a healthcare worker will be exposed to technology in nearly every capacity of their job. Fortunately, most facilities will have individualized training regarding the charting software and specialized technology that you will use daily. However, it is important to have a basic understanding of what to expect in healthcare facilities.

**BloomBoard**

Math and Science in the CNA Role

**Overview**

Certified Nursing Assistants will often need to utilize math and science skills in their daily duties. Moreover, Florida CNAs are expected to have a level of comfort with certain skills that require the application of math or science knowledge. This document reviews the skills that CNAs are expected to demonstrate and will likely utilize in their roles as CNA caregivers.

**2. Balance:** Materials devote a majority of instructional time to developing job-specific knowledge and skills while simultaneously including an appropriate balance of time on basic education, English language supports, and employability skills in service of job-specific training.

CNA instructional materials support students in learning and practicing patient care procedures, personal care procedures, restorative care procedures, indirect care behaviors, and aseptic techniques. In addition, the program provides supports for students to advance their math, science, reading, and communication skills.

**3. Employment Outcomes:** Materials address and prepare students for the certifications, credentials, and other required assessments associated with the occupational program.

The Florida nursing assistant Praxis exam requires students to know 22 patient-facing skills, in addition to the basic knowledge and skills of a health science profession. The CNA program encompasses all of the necessary skills for students to pass their certification test. For example, students learn about how to ambulate a resident using a gait belt in a skills checkpoint document and a video. They practice the skill with classmates and then submit a video demonstrating their competency in the skill.



**Instructions:** Video record yourself completing the skill *Ambulate a Resident Using a Gait Belt*. Be sure to complete each of the skill checkpoints listed below. Note the beginning video timestamp next to each skill checkpoint. The *Indirect Care* (checkpoints 16–20) may be completed at multiple times throughout the skill; choose one timestamp for each. [Save your completed template](#) as a PDF file before uploading.

**4. Partners:** Materials were developed in collaboration with workforce partners or industry experts and regularly undergo reviews and updates to adapt to changing business needs.

The CNA micro-credentials were created in collaboration with healthcare professionals. The curation of instructional materials underwent an iterative review process that included feedback from industry experts. A pilot implementation provided further refinement to the materials based on feedback from program administrators and learners.

**5. Implementation:** Materials clearly define programmatic and scheduling structures for ideal implementation and include supports to help administrators and teachers implement the curriculum as intended.

There is some flexibility in implementing CNA micro-credentials, with institution-specific pacing and tailoring available. The program requires at least 120 hours of dedicated time for curriculum (40 hrs), lab simulation (40 hrs), and clinical (40 hrs).

*Sample 1: 3hr classes, 3 days per week, 16 weeks*

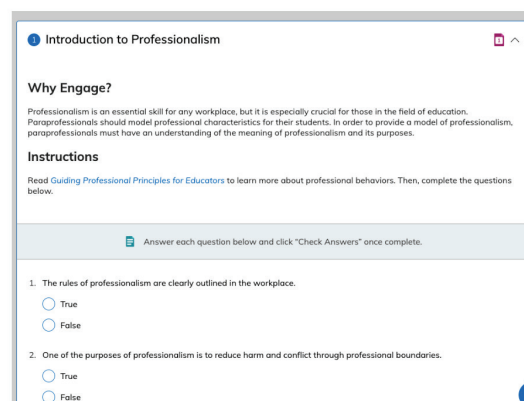
Week	Mon	Tues	Wed	Thurs	Fri	Sat	Sun	Total (didactic, lab, clinical)
1	3 hrs didactic MC1: Introduction to the Healthcare Profession, Model: Employment in Healthcare	3 hrs didactic MC2: Introduction to the Healthcare Profession, Model: Client Roles and Responsibilities	3 hrs didactic MC3: Introduction to the Healthcare Profession, Model: Managing Essential Skills					0.9 1.6 C:0
2	3 hrs didactic MC2: Professional Communication and Ethical Responsibilities, Model: Objective Communication	3 hrs didactic MC2: Professional Communication and Ethical Responsibilities, Model: Communicating as a Nurse Assistant	3 hrs didactic MC2: Professional Communication and Ethical Responsibilities, Model: Legal and Ethical Responsibilities					0.18 1.6 C:0
3	3 hrs didactic MC3: Safety Procedures and Infection Control, Model: Infection Control	3 hrs didactic MC3: Safety Procedures and Infection Control, Model: Emergency Situations	3 hrs didactic MC3: Safety Procedures and Infection Control, Model: Emergency Situations					0.24 1.3 C:0
4	3 hrs didactic MC3: Safety Procedures and Infection Control, Model: Safety Procedures	3 hrs didactic MC4: Wellness, Disease, and Nutrition, Model: Wellness	3 hrs lab simulation MC4: Model: Aseptic technique, handwashing, PPE					0.30 1.6 C:0
5	3 hrs didactic MC4: Wellness, Disease, and Nutrition, Model: Nutrition	3 hrs didactic MC4: Wellness, Disease, and Nutrition, Model: Disease	3 hrs lab simulation MC4: Model: Infection disease preventative measures					0.36 1.9 C:0
6	3 hrs didactic MC3: Patient Care, Model: Organizational Functions	3 hrs lab simulation MC3: Model: Take vital signs (blood pressure, heart rate, respiratory rate, temperature, radial pulse, respiration)	3 hrs didactic MC3: Patient Care, Model: Patient Care Procedures					0.42 1.32 C:0
7	3 hrs lab simulation MC3: Model: Practice 1 of 8 patient skills	3 hrs lab simulation MC3: Model: Practice 2 of 8 patient skills	3 hrs lab simulation MC3: Model: Practice 3 of 8 patient skills					0.42 1.91 C:0

**ParaProfessional**  
**Single Set of Learning Objectives**  
**Indicators of Quality:**

**1. Integrated Instruction:**

- a. Materials are designed so that learners develop job-specific knowledge and skills as well as general employability skills through engaging with occupationally relevant content.

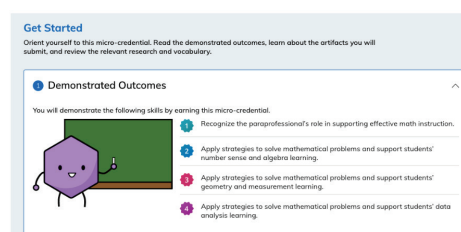
The Role of a Paraprofessional course consists of three micro-credentials that focus on immediately necessary knowledge and skills that a beginning paraprofessional needs to be successful in the classroom. The job-specific academic knowledge and skills connect directly to the occupational content, while general employability skills are integrated throughout the program. For example, participants learn about how to establish a positive professional relationship with both cooperating teachers and students through tailored reading excerpts, video examples, and comprehension and reflection activities where they receive immediate feedback.



**1. Integrated Instruction:**

- b. Materials include basic education skills and English language supports that meet the needs of the target population, align to state adult education standards, are grounded in research- and evidence-based best practices, and utilize occupationally relevant content.

The Role of a ParaProfessional modules align to FDOE's B.E.S.T standards for adults, the Florida employability framework, and ParaPro Praxis requirements while guiding prospective paraprofessionals with evidence-based practices that will positively impact their interactions with both cooperating teachers and students in the classroom setting.



- 2. Balance:** Materials devote a majority of instructional time to developing job-specific knowledge and skills while simultaneously including an appropriate balance of time on basic education, English language supports, and employability skills in service of job-specific training.

The majority of instructional time during the Role of the Paraprofessional course is devoted to completing learning activities that directly develop participants' job-specific knowledge and skills in order to submit a final culminating artifact in which participants demonstrate competency. In addition, students have the opportunity to advance basic education skills in the areas of math, reading, and writing. Connected partner programs also provide additional appropriate supports depending on student need.

**3. Employment Outcomes:** Materials address and prepare students for the certifications, credentials, and other required assessments associated with the occupational program.

Materials address and prepare students for the ParaPro Praxis exam. In order to prepare, students submit artifacts that require them to read and write, show competency in math skills, and react to job-specific scenarios. Participants submit and receive individualized feedback on authentic videos in which they demonstrate job-specific, Praxis-aligned skills in real-time.

**4. Partners:** Materials were developed in collaboration with workforce partners or industry experts and regularly undergo reviews and updates to adapt to changing business needs.

Materials were developed by subject matter experts and industry experts. Materials undergo a comprehensive quality control process in which updates are made to adapt to changing business needs. Participants and partners provided extensive feedback during a pilot implementation of the program, and consistent, ongoing feedback is solicited as new cohorts begin.

**5. Implementation:** Materials clearly define programmatic and scheduling structures for ideal implementation and include supports to help administrators and teachers implement the curriculum as intended.

Materials provide participants with programmatic and scheduling structures for ideal implementation such as: program assurances, technology needs, and sample implementation schedules, as well as consistent check-ins and support with dedicated BloomBoard staff.

Sample 1: 3hr classes, 3 days per week, 16 weeks

Week	Mon.	Tues.	Fri.	Totals (didactic, lab, clinical)
1	3 hrs didactic MC1: Introduction to the Healthcare Profession, Mod2: Employment in Healthcare	3 hrs didactic MC1: Introduction to the Healthcare Profession, Mod2: CNA Roles and Responsibilities	3 hrs didactic MC1: Introduction to the Healthcare Profession, Mod2: Mastering Essential Skills	D:9 L:0 C:0
2	3 hrs didactic MC2: Professional Communication and Ethical Responsibilities, Mod2: Effective Communication	3 hrs didactic MC2: Professional Communication and Ethical Responsibilities, Mod2: Communicating as a Nurse-Assistant	3 hrs didactic MC2: Professional Communication and Ethical Responsibilities, Mod2: Legal and Ethical Responsibilities	D:18 L:0 C:0
3	3 hrs didactic MC3: Safety Procedures and Infection Control, Mod2: Infection Control	3 hrs didactic MC3: Safety Procedures and Infection Control, Mod2: Emergency Situations	3 hrs lab simulation MC3, Mod2: Aseptic technique, handwashing, PPE MC3, Mod2: Emergency procedures	D:24 L:3 C:0
4	3 hrs didactic MC3: Safety Procedures and Infection Control, Mod2: Safety Procedures	3 hrs didactic MC4: Wellness, Disease, and Nutrition, Mod2: Wellness	3 hrs lab simulation MC3, Mod2: 3 mobility skills: Ambulate a resident using a gait belt, Move a resident to a supported side-lying position, Transfer a resident to a wheelchair using a gait belt	D:30 L:6 C:0
5	3 hrs didactic MC4: Wellness, Disease, and Nutrition, Mod2: Nutrition	3 hrs didactic MC4: Wellness, Disease, and Nutrition, Mod2: Disease	3 hrs lab simulation MC4, Mod2: Infection disease preventative measures	D:36 L:9 C:0
6	3 hrs didactic MC5: Patient Care, Mod2: Organizational Functions	3 hrs lab simulation MC5, Mod2: Take vital signs (blood oxygen, heart, blood pressure, temperature, radial pulse, respirations)	3 hrs didactic MC5: Patient Care, Mod2: Patient Care Procedures	D:42 L:12 C:0
7	3 hrs lab simulation MC5, Mod2: Practice 1 of 8 patient skills	3 hrs lab simulation MC5, Mod2: Practice 3 of 8 patient skills	3 hrs lab simulation MC5, Mod2: Practice 2 of 8 patient skills	D:42 L:24 C:0



## APPENDIX F: CREATIVE SOLUTIONS TO COMMON PROBLEMS

### **PROBLEM:**

Struggling to get the word out about your program?

### **SOLUTION:**

Program administrators should empower staff across the adult education organization to network and market IET programs. For example, staff can:

- Bring back ~5 connections from conferences they attend with clear connections to programming or pertinent problems staff are trying to solve.
- Discuss their jobs and programming with local small businesses to make employer and community organization connections.
- Nominate previous and current learners to spread the word about programming in their current jobs, with friends and family, or across the community.

### **PROBLEM:**

Learners are completing the program but not getting certified because the certification testing location is inaccessible?

### **SOLUTION:**

Contact the certifying entity or review their website to discern whether the program site can also serve as a certification site. This will not work for every certification, but some entities will allow programs to serve as certification sites after simply filling out a letter.

### **PROBLEM:**

Reviewed this resource and still not sure where to start with instructional materials?

### **SOLUTION:**

Reach out to the local district's instructional materials or curriculum coordinator. Can any of their current instructional materials be adapted or repurposed for the IET program? If so, piggybacking off of existing licenses and contracts can save money.

### **PROBLEM:**

Not sure from where to recruit learners?

### **SOLUTION:**

Connect with CareerSource and ask if they can share candidate contact information from Job Search databases according to particular industries or skills to contact about IET programming opportunities. OR share with CareerSource a blurb on IET programming that they may send to candidates interested in particular industries.

### **PROBLEM:**

Want to apply for a funding opportunity but are not the target audience?

### **SOLUTION:**

Identify a partner organization that is eligible or explore partnerships with organizations that are eligible for funding.