Moving IET Awareness for Beginners to Contextualized Application in any Program

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Nicole
Howard-Rice

- If you have a question, please type it into the **Q&A** option.
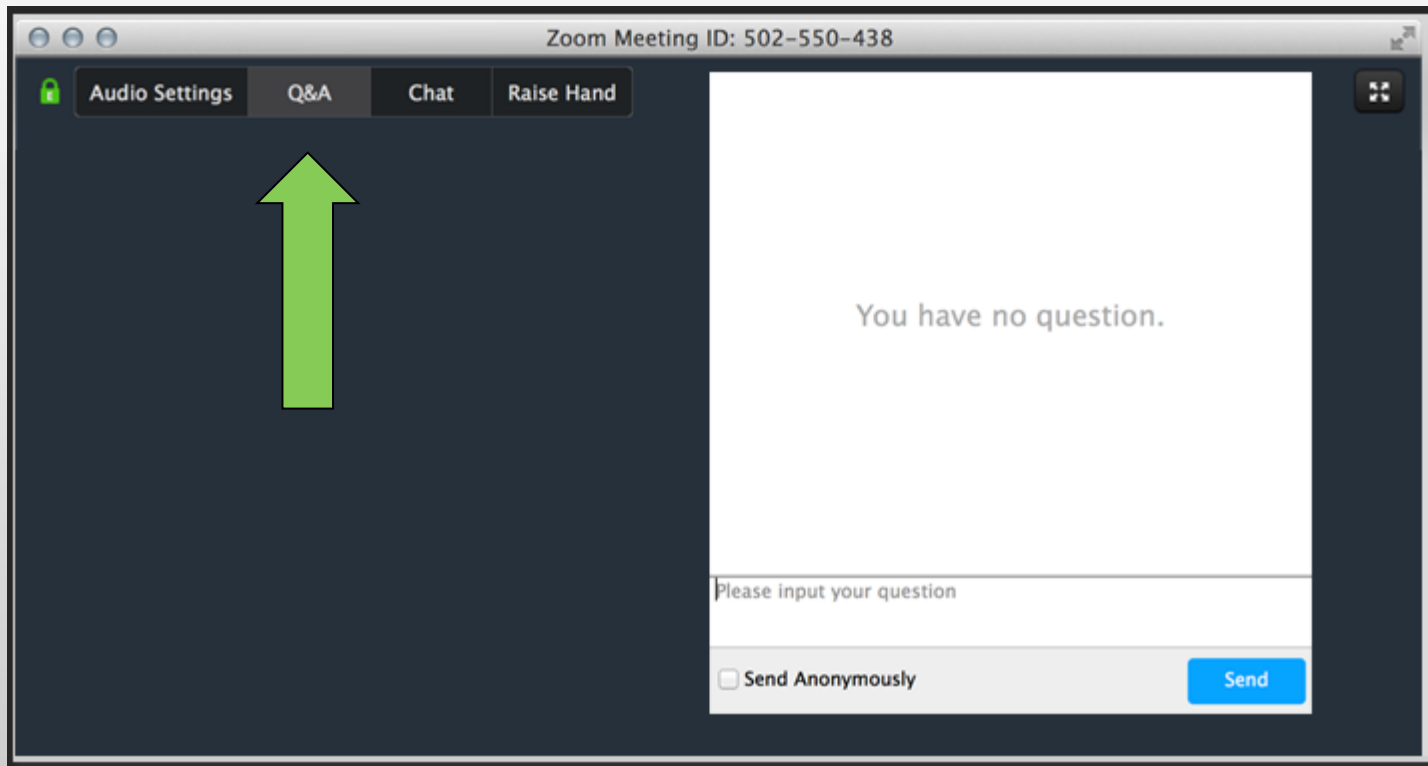
- Attendee microphones will be muted. You will be in **listen only** mode.
- Today's presentation is being **recorded**. It will be archived and available on the IPDAE website within 48 hours.

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Preliminary Survey Questions:

- What does contextualization currently look like in your classroom?

- What activities do your adult learners enjoy the most?

- What would you like most to take away from this webinar?

- How many attendees are a part of some form of IET model in your county?

In this session, we will explore:

Effective strategies that support **I**ntegrated **E**ducation **T**raining awareness through a contextualized approach in any program

- **Identify** workforce training skills and academic competencies necessary for success

- **Contextualize**: Practical application and connections of skill-based lessons to the adult learners prior knowledge and occupational goals

- **Concurrently** integrate activity based learning; WF Prep; WF Training.

All Resources are aligned to both IET and the Florida Curriculum Frameworks

"People rarely succeed unless they have fun in what they are doing"- Dale Carnegie
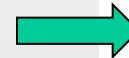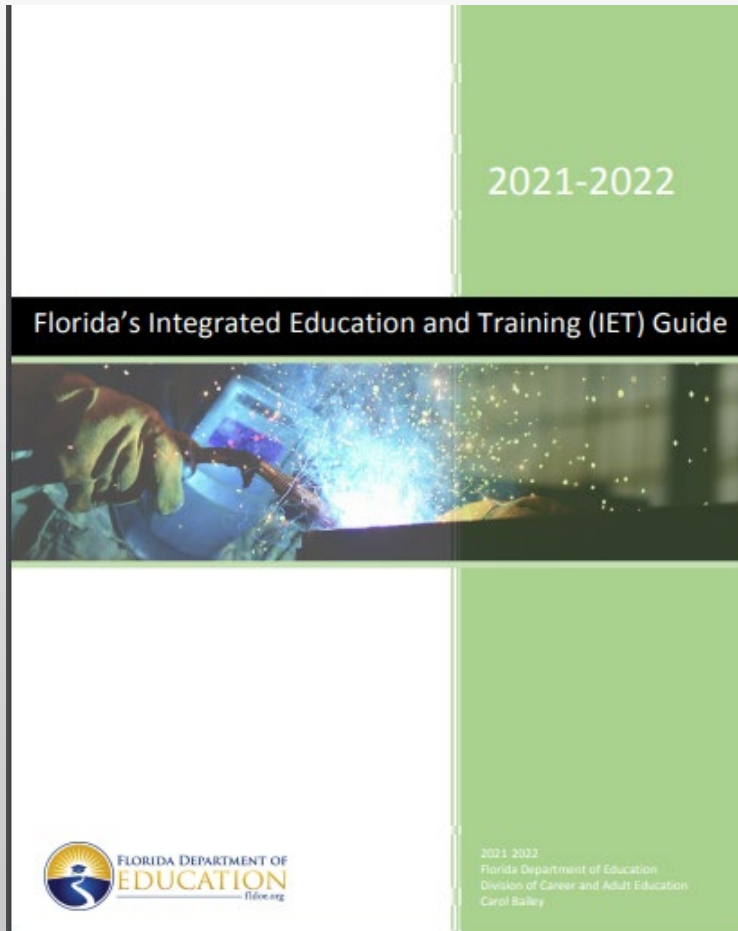
- Determination
- Integration
- Transition
- Activation
- Application
- Problem Solving

1. Adaptability
2. Communication
3. Critical Thinking
4. Problem Solving
5. Self-Awareness
6. Process and analyzing information

The Florida Department of Education's (FDOE) vision and strategic direction for the adult education system will lead to **increased** numbers of adults with **higher levels** of **literacy**, **numeracy**, **digital literacy skills**, **acquisition** of industry-recognized credentials, postsecondary certifications and degrees in the **state's high growth priority sectors** FDOE understands that a new vision and strategic direction is **needed** to realize adult education's role to expand workforce development and **transition** to the postsecondary mission. **Strengthening** adult education's role as an integral part of the state's education system and the importance of preparing **all** students to be **globally competitive** for college and career is an imperative.

SECTION 2.

Florida's Integrated Education and Training Guidance

Florida defines a state integrated education and training policy as the development of career opportunities for students by requiring Integrated Education and Training models (IET) based on regional demand and aligned to postsecondary certifications, degrees resulting in higher student transitions to postsecondary, and employment.

A state priority is to implement a new vision and strategic direction for adult education providers through investment in integrated education and training programs. This priority presents opportunities for adult education and core WIOA partners, programs and learners, to adapt and respond in different ways to dynamic economic conditions. Thus, the shift to new ways of working together and collaborating differently.

Moreover, Florida's focus is on closing the low and middle-skill gap with IET as a tool to equip workers to obtain in-demand jobs. Importantly, these policies typically enable workers to attain industry-recognized postsecondary credentials, therefore helping to ensure their longer-term employability.

FDOE promotes the planning, development and implementation of an integrated education and training (IET) service approach that provides concurrent and contextualized adult education and literacy activities in combination with workforce preparation activities and workforce training for a specific occupation or occupational cluster for the purpose of educational and career advancement.

IETs, by design, will facilitate a provider strategy leading to increased partnerships, better student transitions and meeting the demands of today's student for relevant employment related learning.

Three required components of an IET program funded under Title II:

- Adult education and literacy activities
- Workforce preparation activities
- Workforce training for a specific occupation or occupational cluster which can be any one of the training services defined in section 134(c)(3)(D).

Florida Department of Education
Division of Career and Adult Education
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Within the overall scope of a particular integrated education and training program, the adult education and literacy activities, workforce preparation activities and workforce training shall meet the following criteria:

- Are each of sufficient intensity and quality and based on the most rigorous research available, particularly with respect to improving reading, writing, mathematics and English proficiency of eligible individuals;
- Occur simultaneously;
- Use of occupationally relevant instructional materials;
- Integrated education and training program has a single set of learning objectives that identifies specific adult education content, workforce preparation activities and workforce training competencies and the program activities are organized to function cooperatively; and
- The integrated education and training program is part of a career pathway.

The IET service approach provides all levels of adult education students the opportunity to acquire the skills needed to:

- Transition to and complete postsecondary education and training programs;
- Obtain and advance in employment leading to economic self-sufficiency; and
- Exercise the rights and responsibilities of citizenship (specifically for IELCE programs).

SECTION 3.

Integrated Education and Training (IET) Program Models

Integrated Education and Training in the Workforce Innovation and Opportunity Act (WIOA)

The reauthorization of the federal Workforce Innovation and Opportunity Act in 2014 included for the first time a requirement that states provide integrated education and training services.

Under the WIOA statute Sec. 203, IET is listed as one of several types of "adult education and literacy activities" that can be carried out by states and their Title II adult education providers with Sec. 231 funds.

Sec. 243 of the statute specifies that grants for Title II integrated English language and civics education services must be offered "in combination with integrated education and training activities."

The WIOA regulations at §463.35-463.37 further clarify that integrated education and training has three required components — adult education and literacy activities, workforce preparation activities and workforce training — and that providers must balance the proportion of instruction across the three components, deliver the components simultaneously and use occupationally relevant instructional materials. The regulations also specify that IET programs must have a single set of learning objectives that identifies specific adult education content, workforce preparation activities and workforce training competencies.

In an IET program, students are engaged in learning in context through integrated education and training so that an individual acquires the skills needed to transition to and complete postsecondary education, career training programs and obtain and advance in employment leading to economic self-sufficiency.

Contextualized Teaching and **Learning** (CTL), also known as **Contextualized** Instruction, is defined as a "diverse family of instructional strategies designed to more seamlessly link the learning of foundational skills and academic or occupational content by focusing **teaching** and learning squarely on concrete applications.(Mazzao,2008)

To **contextualize** something means giving important perspective by citing similar examples or relevant background. To historicize something is to explain the **topic's** social environment in history and speculate how this environment may have shaped the **topic**.

BLOOMS TAXONOMY

EVALUATION

Assessing theories; Comparison of ideas;
Evaluating outcomes; Solving; Judging;
Recommending; Rating

SYNTHESIS

Using old concepts to create new ideas;
Design and Invention; Composing; Imagining;
Inferring; Modifying; Predicting; Combining

ANALYSIS

Identifying and analyzing patterns;
Organisation of ideas;
recognizing trends

APPLICATION

Using and applying knowledge;
Using problem solving methods;
Manipulating; Designing; Experimenting

COMPREHENSION

Understanding; Translating;
Summarising; Demonstrating;
Discussing

KNOWLEDGE

Recall of information;
Discovery; Observation;
Listing; Locating; Naming

- Clear Goals and Objectives

- Project Based Learning

- Problem Based Learning

- Prior Knowledge-Activation

- Field Trips

- Virtual Learning

- Games and Manipulatives

- Cultivate Relationships
- Teach language across subjects
- Emphasize productive language

- Ensure that you are understood by the learner
- Incorporate Multiple Modalities
- Native language Infusions

Integration Contextualized

Andragogy

Occupational Learning

When learners take what is taught and are able understand, reconstruct and demonstrate the skill or problem set before them to exhibit mastery level knowledge through real-world application.

- Real-world Application
- Personal Goal Setting Activities
- Career and Home Life Connective Activities
- Cooperative Learning
- Collaborative Learning

Digital Literacy

Civics

Project-Based Learning

Problem Based Learning

CAREER TECHNICAL EDUCATION
CTE
PUTTING THE PIECES TOGETHER

Occupational Learning and Training

- Civics Education
- Digital Literacy
- Financial Literacy
- Health Literacy
- Workforce Preparation

- According Brookings Edu. In a 2020 article on why Civics needs to be apart of every classroom. A Annenberg Public Policy Center's 2016 survey reveals that one of four person's completing the survey did not know the branches of government. The survey also revealed that there is a lack of confidence in leadership of which has suffered the decline for over the last decade.

- In addition, the Pew Research Center that monitors the publics trust in the government. The research shows that according to a poll conducted in March 2019 only 17 percent believed in the government leadership. Moreover, the lack of trust seems to be most prevalent among the young voter.
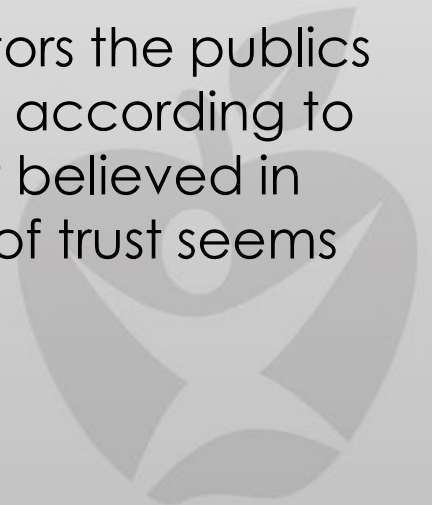
Four Categories

- Political Knowledge
- Normative Values
- Individualistic Civic Behavior
- Communal Civic Behavior

Classroom Activity Ideas

1. Class Projects to teach the Branches
2. Productive Debates
3. Simulations and Role Plays
4. Daily Current Events
5. Game Play
6. Visit Historic Sites and Museums
7. Movies
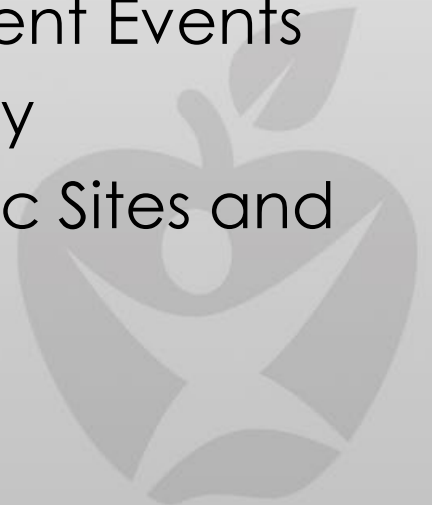
- "According to Cornell University, digital literacy is "the ability to find, evaluate, utilize, share, and create content using information technologies" (Kristen Cole,2019)

Classroom Activity Ideas

- Use the mobile devices to create their own videos
- Exercise Social Media for Networking through a problem based approach
- Digital Literacy Citizen Activities

Essential Financial Components

1. Budgeting
2. Understanding Interest Rates
3. Prioritizing Saving
4. Credit-Debt Blockers
5. Identity Theft Safety

Gaming in the Classroom

- Spent (Budgeting Challenges)
- Financial Football/Soccer(Credit Based with Differentiation)
- Shady SAM(Borrowing)
- Stax (Investing)
- Money Magic(Budgeting)

Where we were: "Health literacy is the degree to which individuals have the capacity to obtain, process, and understand basic **health** information needed to make appropriate **health** decisions. Low **health literacy** is more prevalent among: Older adults"

Where we are: According to the Center for Disease Control(CDC) the definition Health literacy was updated in August of 2020 by the release of governments Healthy People of 2030 initiative. The modifications speak to the following two components, **personal** and **organizational** health of which are defined as the following:
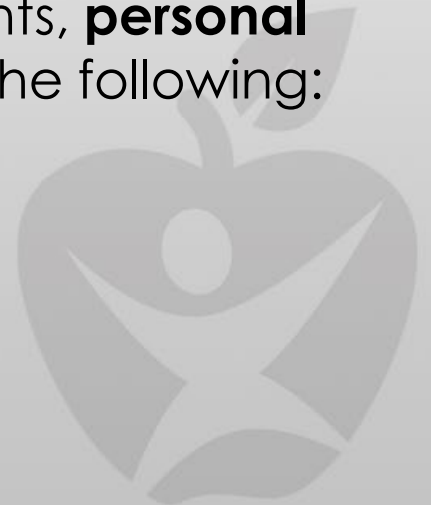
Updated Components:

- **Personal health literacy** is the degree to which individuals have the ability to find, understand, and use information and services to inform health-related decisions and actions for themselves and others.

- **Organizational health literacy** is the degree to which organizations equitably enable individuals to find, understand, and use information and services to inform health-related decisions and actions for themselves and others.

Classroom Activity Ideas

- Guest Speakers
- Collaborative Awareness Projects

- Occupational Workstations
- Learning Management Systems that support Workforce Readiness
- Mock Interviews
- Resume and Cover Letter Activities
- Job Shadowing
- Social Media-Networking Platforms

1. After attending this webinar what will you do differently in your classrooms?

2. How can IPDAE continue to support you in contextualizing your classroom for today, tomorrow and beyond?

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FLORIDA IPDAE
IET AND CONTEXTUALIZED
RESOURCES

How to Use the QuickStart Planning Guide

The QuickStart Planning Guide (QPG) is a hub for your planning efforts to develop an Adult Education Accelerated Model for your program. It is expected that you will attach supporting documentation and additional notes to the QPG. The point of the QPG is to get the conversation started and direct your team toward those mission critical items to make your program successful. The idea is that if you focus on these components, you can develop a successful program. The QPG is organized into 5 parts:

1. **The Pathway**: this is where you identify the crucial parts of the academic and industry components of your program. You will also identify the measurable outputs.

2. **Support Services**: in this section you will think deeply about what your institution can currently provide for your students, what you will need others to provide, and what staff you will need to deliver these supports.

3. **Recruiting**: in this section you will identify the crucial elements that will define your candidate pool.

4. **Instruction**: this is where you will identify key personnel and the activities that will make the instruction truly integrated.

5. **Transition**: finally, you will consider some crucial questions related to how the student enters the workforce and you will identify key contacts related to that transition.

Basic Directions

☐ <— If you see this, it means you either need to check what applies to your program or check when the item is complete. For items that you check that are complete, attaching documentation is important. The checkbox gives you a quick visual that planning has occurred for that item.

On "The Pathway" the "course pathway design" is the structure of the academic program your students will take. For example, a course pathway design could include a course list in a CNA program that marries to a course list in a more advanced Health Science program.

In many cases, the QPG is simply asking you to fill in the blanks with information. The importance of the QPG is that it keeps you on track for mission critical components of the planning process.

QUICKSTART PLANNING GUIDE — ADULT EDUCATION ACCELERATED MODELS

PLANNING TEAM NAMES: _____

THE PATHWAY

ACADEMIC (CHECK ALL THAT APPLY):

- Credit ☐
- Continuing Ed ☐
- National Credential(s) ☐

List Credentials: _____

EMPLOYER(S) (LIST):
_____
_____
_____

OUTPUTS:

Secondary Credential _____
EFL Gains _____

INFRASTRUCTURE:

1. Academic Instructor(s) ☐
2. Adult Education Instructor ☐
3. Facilities ☐
4. Schedule ☐
5. Equipment ☐

Notes:
_____
_____
_____
_____

*Attach course pathway design to the QuickStart Planning Guide

TO DO ✔

_____

1

QUICKSTART PLANNING GUIDE

ADULT EDUCATION ACCELERATED MODELS

What we can do:

What we need someone else to do:

Examples:
Bus passes, childcare, emergency utility assistance, tuition assistance and case management

Key staff (list with titles):

SUPPORT SERVICES

Academic Requirements:
(e.g., TABE, scores of 8.0)

Recruiting Partners will be:

1. _____

☐ Referral Form Created

Targeted Classes/Sites:

2. _____

Cohort Size Desired:

☐ Questionnaire established
for candidates

3. _____

Recruiting Pool Target
(add 50% to cohort #)

Interviewing team (names): _____

RECRUITING

TO DO ✓

2

QUICKSTART PLANNING GUIDE

ADULT EDUCATION ACCELERATED MODELS

INSTRUCTION

Instructor Names: _____

Percentage of dual
instruction target:

25% ☐

Pre-planning Activities: (Give yourself 2-3 months before classes get begin):

50% ☐

75% ☐

100% ☐

On-going co-planning strategy (How will the instructors work together throughout the program):

TRANSITION

Transition Specialist: _____

Industry HR contact: _____

How will you work with your local Workforce Board, Goodwill and other employment related service providers?

Will you try to provide post-graduation case-management?

Employment related contacts (list name with title and contact information):

3

Module: Planning

Lesson Title: Completing the Career Plan Form

Standards

Florida Adult Basic Education	Level Expectation
CP.ABE.04 Develop and manage a career and education plan	NRS Levels 1-6

Interpreting the Standard

1 Standards	2 Skills Included in the Standard	3 Concepts Included in the Standard	4 Through a Particular Context	5 Cognitive Demand/Levels of Thinking	6 Sample Activity
CP.ABE.04 Develop and manage a career and education plan	Develop Manage	Career and education plan	Print	DOK 1 DOK2	Complete Career Plan

Objectives of the Lesson

Students will:

- Students will complete the Career and Education Plan

Materials

- Blank Career and Education Plan

Instructional Plan

Overview

Now that students have learned about the career planning process and have discussed the various careers and identified personal and employability skills, they are now ready to complete their Career and Education Plan.

In this lesson, students

Process

- Give each student a copy of the Career and Education Plan **(Handout #1)**
- Provide a brief over view of the career clusters, transferable skills and other career planning discussions.
- Explain the purpose of the Career and Education Plan
- Assist students in completing the plan using their career cluster, transferable skills and other career planning activity sheets.

Sample Debriefing Questions

- Why do you think it is important to complete a Career and Education Plan?
- What information can you add to your plan
- How will this plan help you?

Modifications for Different Levels

Lower Levels

- Provide more hands on assistance with completing the form

Assessments/Extensions

- Observe the students completing the form by transferring data from other career planning activity sheets and notes.

Left page:

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DRAFT

Module: Employment

Lesson Title: Employability Skills for the Workplace

Standards

Florida Adult Basic Education	Level Expectation
CP.ABE.02 Identify interests, skills and personal preferences that influence career and education choices	NRS Levels 1-6

Interpreting the Standard

1 Standards	2 Skills Included in the Standard	3 Concepts Included in the Standard	4 Through a Particular Context	5 Cognitive Demand/Levels of Thinking	6 Sample Activity
Identify interests, skills and personal preferences that influence career and education choices	Identify	Interests, skills and personal preferences	Print	DOK1	Match skills and definitions
			Discussion	DOK1 DOK2	

Florida's Lesson Plans for Career Planning   Page 1 of 6

Right page:

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DRAFT

Objectives of the Lesson

Students will:

- Identify required skills for participation in the world of work
- Discuss the list of employability skills
- Identify their current skills
- Compare the two sets of skills
- Identify ways to improve the differences

Materials

- List of Employability Skills with definitions **(Handout #1)**
- My Current Workplace Skills (blank form) **(Handout #2)**

Instructional Plan

Overview

In this lesson, students will identify and discuss the types of workplace skills employers look for in employees. This list was compiled by employers to include professional, as well as personal qualities that are needed to be successful in the workplace. Students will list the current skills they possess and compare the two lists to determine the differences and identify ways to improve the gaps.

Process

Introduce the Lesson:

- Give background information on who created the list and why it was created
- Provide students with a list of the Employability Skills for the Workplace with definitions
- Discuss each skill with the students
- Ask students the debriefing questions listed below. (You may add your own)
- Discuss any additional questions the students may have

Sample Debriefing Questions

- Which of the listed skills to you currently possess?
- Are there skills listed that you would like to have?
- Why do you think these skills are important to the workplace?
- How will these skills influence how you perform daily work tasks?
- Have you witnessed a lack of these skills in a workplace?

Modifications for Different Levels

Lower Levels

- Simplify terminology
- Give examples
- Create flash cards: Some with skill terms and some with the definitions. Have students match terms to correct definition

Florida's Lesson Plans for Career Planning   Page 1 of 6

IPDAE ELECTRONIC MATRIX

Your online lookup tool that dynamically returns resources that are correlated to Florida's adult education framework standards. Make selections below in the areas of your interest.

Matrix Type: --- Select a Matrix ---

ABE Mathematics
Matrix
Download Now!
The PDF version of the ABE Mathematics Curriculum Matrix.

ABE Reading
Matrix
Download Now!
The PDF version of the ABE Reading Curriculum Matrix.

ABE Language Arts
Matrix
Download Now!
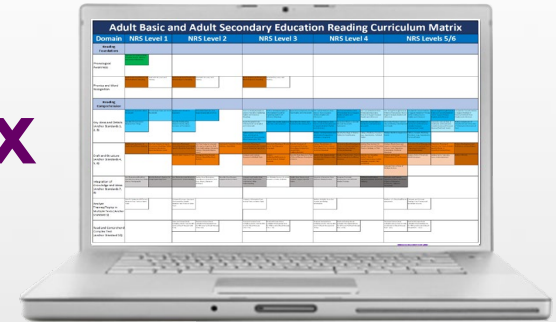The PDF version of the ABE Language Arts Curriculum Matrix.

GED®
Mathematics
Matrix
Download Now!
The PDF version of the GED® Mathematics Curriculum Matrix.

Electronic Curriculum Matrix

What is it?

The Electronic Curriculum Matrix is an online lookup tool that dynamically returns information and resources that are correlated to adult education framework standards.

Why is it needed?

The Electronic Curriculum Matrix removes the hassle of having to figure out what aligns with what. It provides users with simple selectable criteria options that make finding results easy.

Select a Type of Matrix

The Electronic Curriculum Matrix allows the user the ability to select one of the seven (7) matrix types of interest.

Matrix Type:

- **ABE Mathematics**
- **ABE Reading**
- **ABE Language Arts**
- **GED Mathematics**
- **GED Language Arts**
- **GED Social Studies**
- **GED Science**

Domain:

39
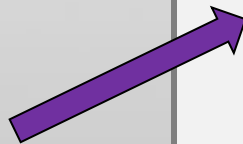
Matrix Type: **ABE Language** ▼

Select a Domain
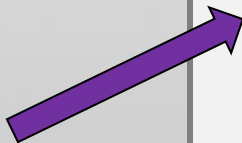
The selections will automatically adjust to filter and display valid options based on the previous selections.

Domain: Select a Domain ▼

1.	**Conventions of Standard English**
2.	**Knowledge of Language**
3.	**Vocabulary Acquisition & Use**

40

Matrix Type: **ABE Language** ▼

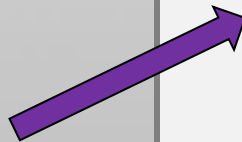Domain: **2. Knowledge of Language** ▼

Select a NRS Level
The selections will automatically adjust to filter and display valid options based on the previous selections.

NRS Level: Select a NRS Level ▼

- **NRS Level 1**
- **NRS Level 2**
- **NRS Level 3**
- **NRS Level 4**
- **NRS Level 5/6**

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Matrix Type: | ABE Language ▼

Domain: | 2 Knowledge of Language ▼

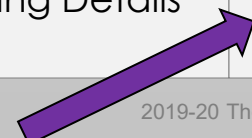**NRS Level:** | NRS Level 4 ▼

Search Results:

Results of information and resources are listed for download.

Standards	Resources
• Ask/Answer 5 W and H Questions	**Resource Activity Download**
• Determine Main Idea and Supporting Details of a Text	**Resource Activity Download**

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http://www.fldoe.org/academics/career-adult-edu/adult-edu/adult-edu-career-pathways.stml

Civic Engagement
https://files.eric.ed.gov/fulltext/ED509832.pdf

Teaching Civics in a Fun Classroom
http://civiceducator.org/how-to-teach-government-in-a-fun-way/

Schoolology Exchange: *The Epic Guide to Digital Literacy in Education*
https://www.schoology.com/blog/epic-guide-digital-literacy-education

Schooloogy Exchange: *Why Digital Literacy Important and How to Navigate Teaching it*
https://www.schoology.com/blog/why-digital-literacy-important-and-how-navigate-teaching-it

Harvard University: *Taxonomies of Learning*
https://bokcenter.harvard.edu/taxonomies-learning

Edutopia:10 Free Financial Literacy for High School Students
https://www.edutopia.org/article/10-free-financial-literacy-games-high-school-students

Center for Disease Control (CDC)
https://www.cdc.gov/healthliteracy/learn/index.html

Please complete this quick survey.

"The best professional development is ongoing, experiential, collaborative, and connected to and derived from working with students."

Edutopia 2014

Stay Connected

Always here to assist!

The IPDAE Team