ipdae INSTITUTE FOR THE PROFESSIONAL DEVELOPMENT OF ADULT EDUCATORS

Leading the Way in Florida's IET Programs

www.floridaipdae.org

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

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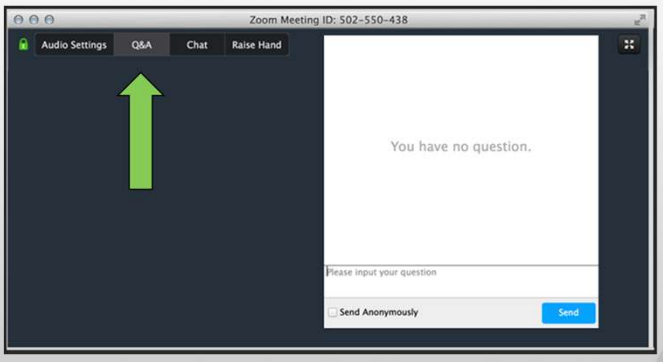
Webinar Things to Remember

- 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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Facilitator

Ronald Allan Cruz, M.Ed.
Coordinator
CARIBE Refugee Program
Hillsborough County Public Schools
IPDAE Statewide Trainer
National Trainer, GEDTS®
rcruz@floridaipdae.org

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Agenda

- The IET Intensive Technical Assistance Project
- What is IET?
- IET Components and Models for Implementation
- Steps for Developing IET Program of Study
  - Aligning Components
  - Activities, Resources and Assessments
  - Single Set of Learning Outcomes
- Feedback, Q & A
- Evaluation

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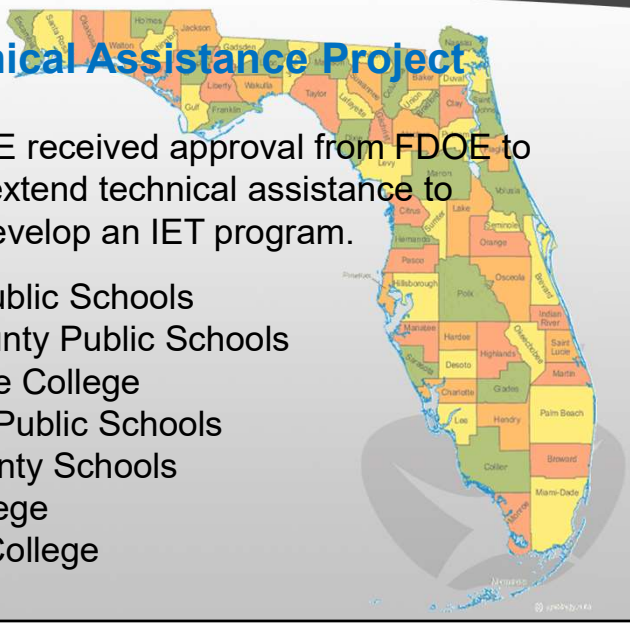
Project Participants

IET Intensive Technical Assistance Project

In February 2021, Florida IPDAE received approval from FDOE to start proposed project that will extend technical assistance to districts/colleges who wish to develop an IET program.

1. Collier County Public Schools
2. Hillsborough County Public Schools
3. Indian River State College
4. Osceola County Public Schools
5. Palm Beach County Schools
6. Miami Dade College
7. Seminole State College



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Project Goal

To complete an IET Program of Study (ready for implementation) designed by experts from each district/college that will serve as models for the state of Florida.

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Project Timeline IET Program of Study Technical Assistance

FORMING	STORMING	NORMING	PERFORMING	ADJOURNING
Invitation Team Formation Expectations Goal Setting Brainstorming Virtual Workspace Resource Sharing Sources of Funding	Program Selection Team Refinement Resource Allocation Basic Skills Alignment Workforce Prep Alignment	Feedback Loop Revisions Resources & Activities Assessments Recruitment Support Services	Feedback Loop Single Set of Learning Objectives Supported Competencies RFP Alignment	Feedback Loop Final Questions Polishing Submission Presentation

March 2021
1st ITA Meeting

April 2021
2nd ITA Meeting

May 2021
Final Debrief Meeting

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GET THERE
Florida's Workforce Education Initiative
Integrated Education and Training

10

What is IET?

Integrated Education and Training is defined as a service approach the combines **adult education** (and literacy activities), **workforce preparation activities** and **workforce training** each instruction applied with sufficient intensity and quality, based on the most rigorous research available, especially with respect to improving reading, writing, mathematics and English proficiency of eligible individuals, **occurs simultaneously** and **uses occupationally relevant instructional materials**. The integrated education and training program is organized to function cooperatively with a **single set of learning outcomes**.

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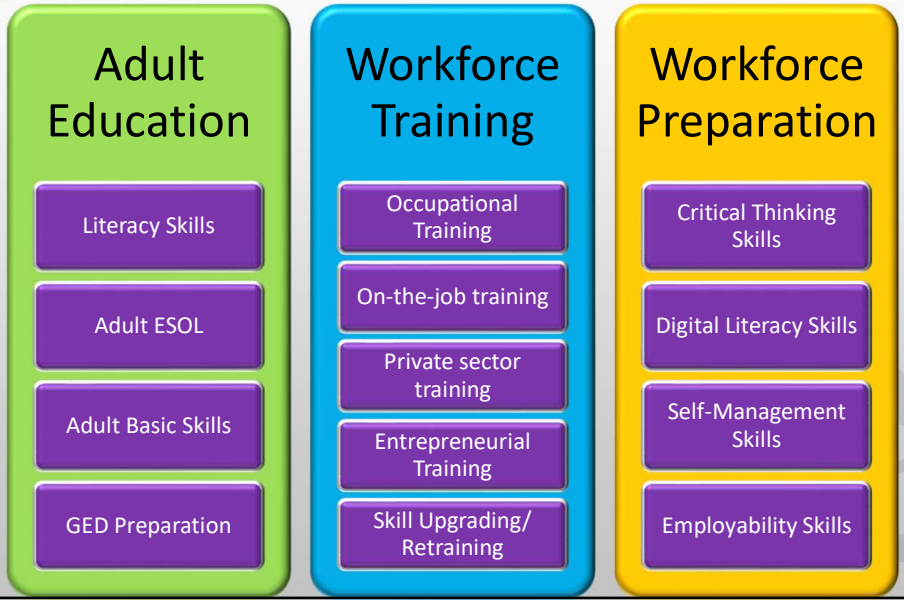
IET Components



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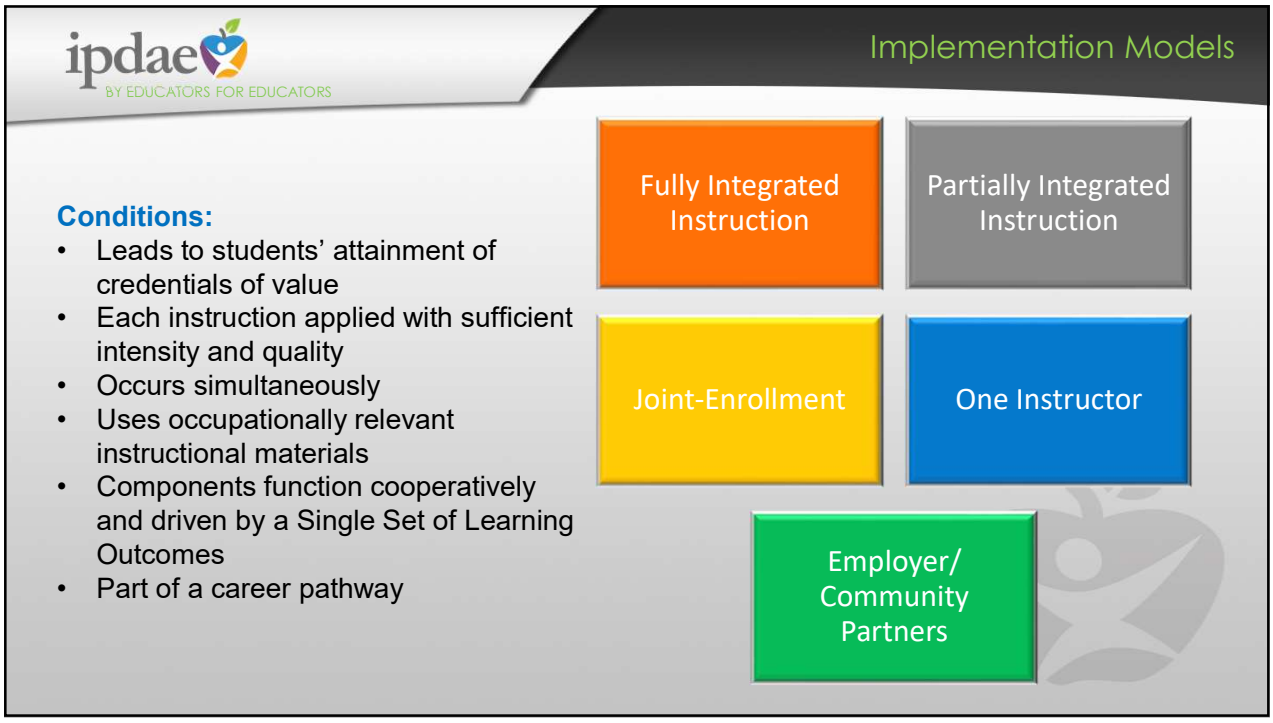
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Implementation Models
Conditions:
• Leads to students' attainment of credentials of value
• Each instruction applied with sufficient intensity and quality
• Occurs simultaneously
• Uses occupationally relevant instructional materials
• Components function cooperatively and driven by a Single Set of Learning Outcomes
• Part of a career pathway
Fully Integrated Instruction
Partially Integrated Instruction
Joint-Enrollment
One Instructor
Employer/ Community Partners

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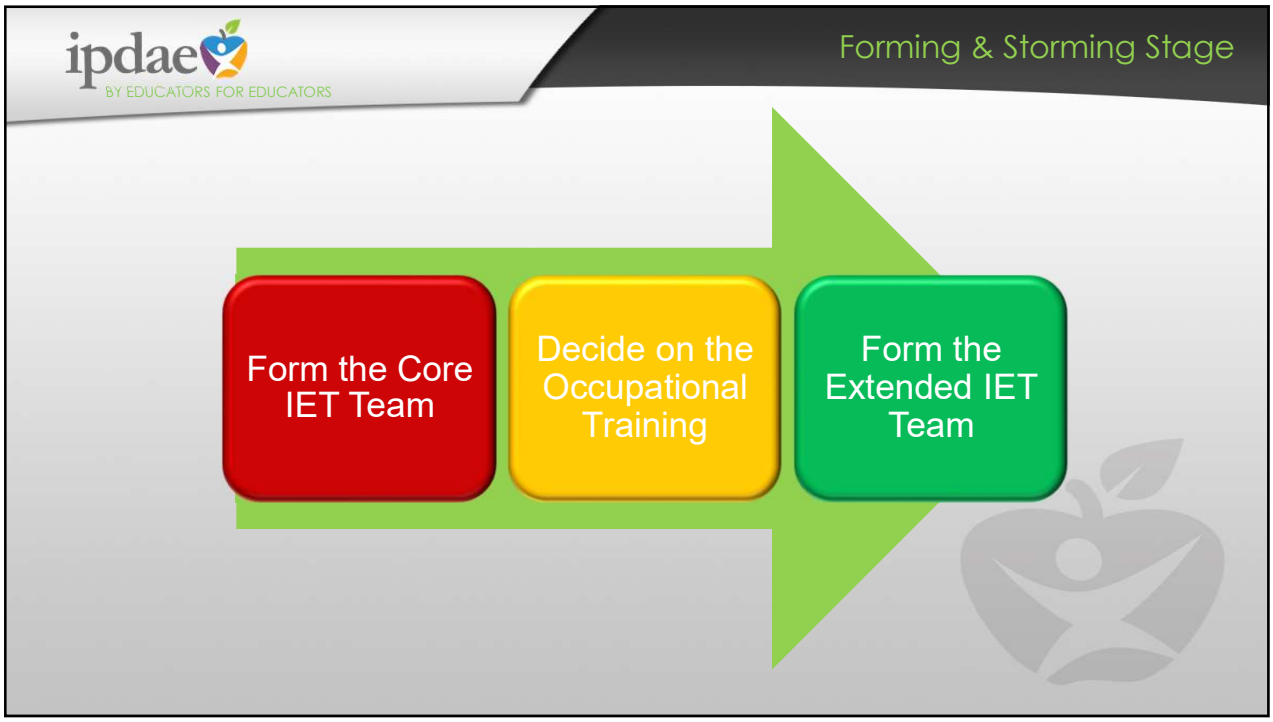
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Forming & Storming Stage
Form the Core IET Team
Decide on the Occupational Training
Form the Extended IET Team

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Selecting the Best Workforce Training

- What **jobs** are associated with the training?
- What **occupational skills course(s)** are being for targeted for the IET?
- Who are the **potential students** for this IET?
- What **certifications** are associated with the training? Are they **employer** recognized?
- Are there **basic skills thresholds or language requirement**s for the course?
- Are **competencies required to successfully complete the course** (e.g. an exit grade level, a test to pass, ability to read a blueprint, knowledge of fractions, etc.)?
- Is there a **third-party exam or licensure** required to earn the credential?
- What **funding sources** can be used for the IET?
- What **planning time** is allotted for collaborating **instructors**?
- How will participants be **recruited or prepared** for the IET program?
- Can the target population successfully complete the course with basic skills support?
- Is prior preparation or specific **support services** needed?

Decide on the Occupational Training

Consult with your local/regional partners.

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Selecting the Best Team

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

Form the Extended IET Team

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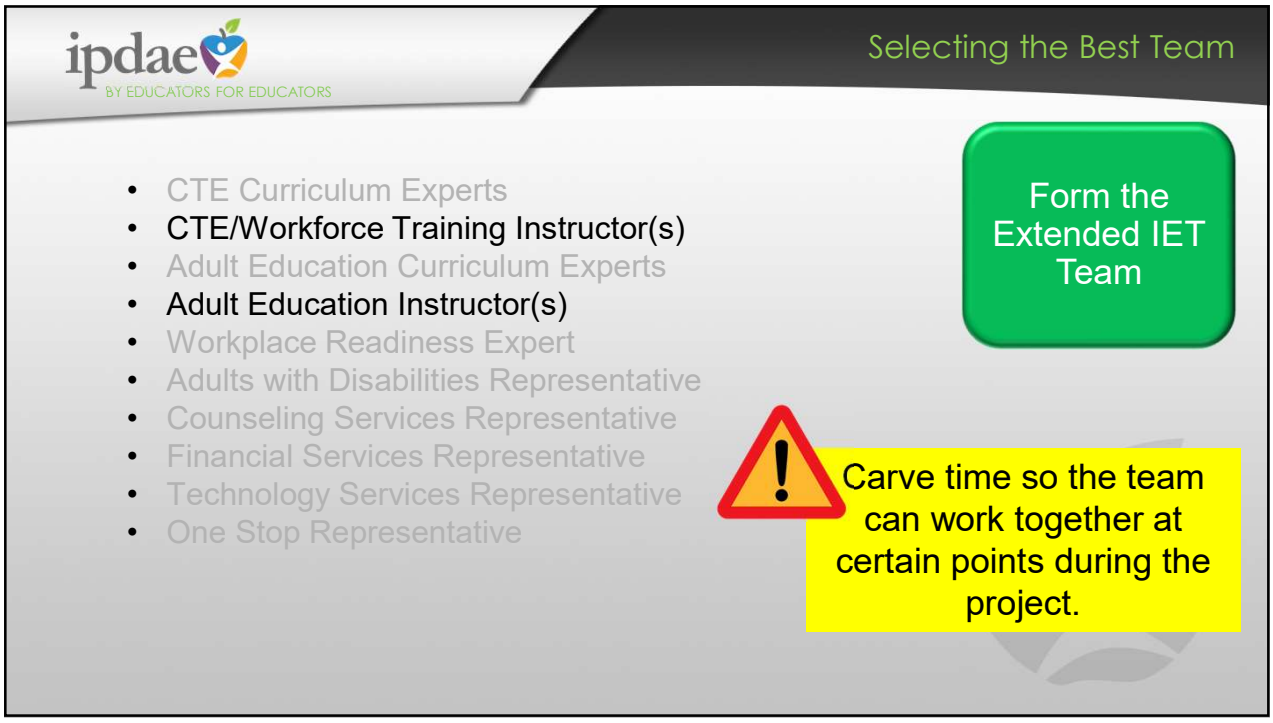
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Selecting the Best Team
CTE Curriculum Experts
CTE/Workforce Training Instructor(s)
Adult Education Curriculum Experts
Adult Education Instructor(s)
Workplace Readiness Expert
Adults with Disabilities Representative
Counseling Services Representative
Financial Services Representative
Technology Services Representative
One Stop Representative
Form the Extended IET Team
Carve time so the team can work together at certain points during the project.

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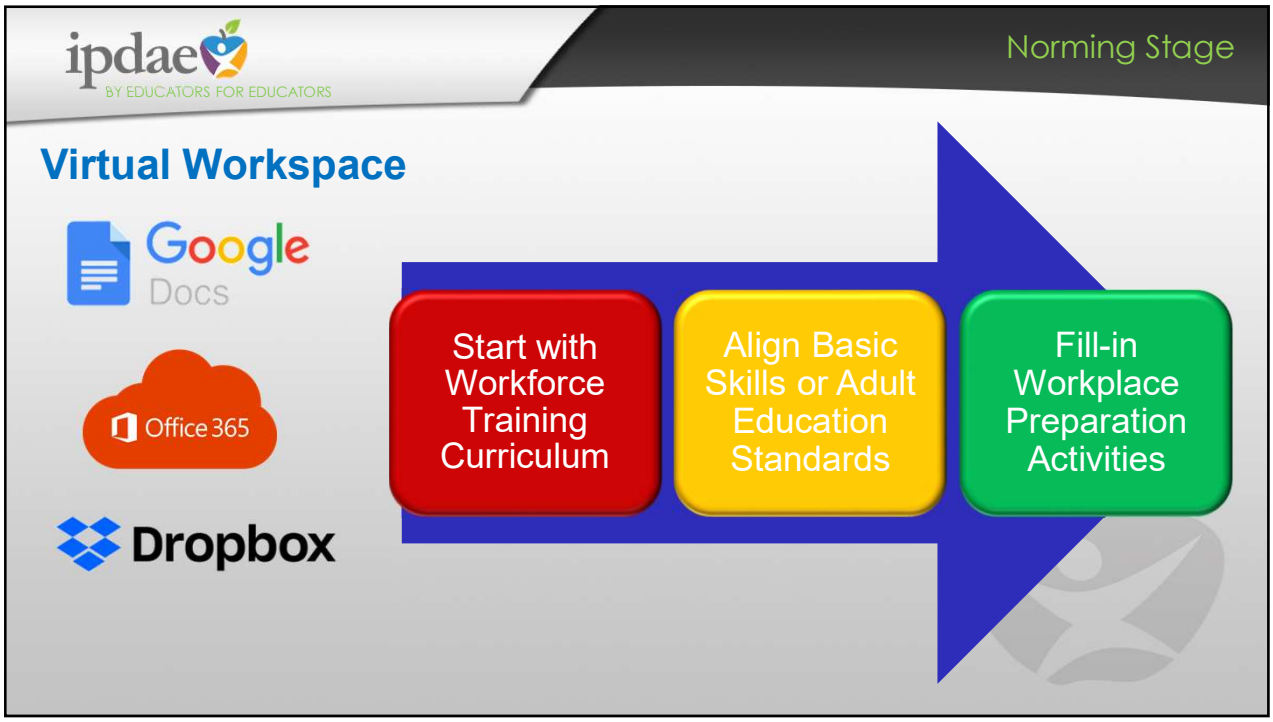
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Norming Stage
Virtual Workspace
Google Docs
Office 365
Dropbox
Start with Workforce Training Curriculum
Align Basic Skills or Adult Education Standards
Fill-in Workplace Preparation Activities

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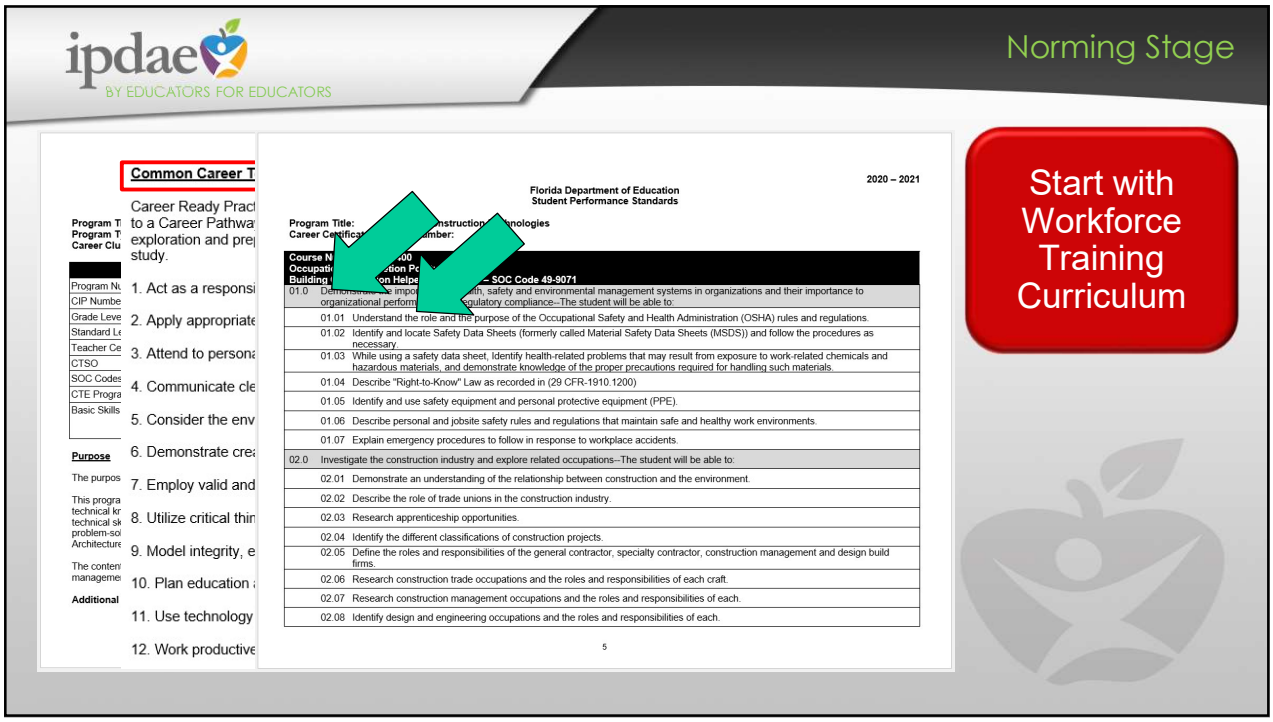
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Norming Stage
Common Career T
Career Ready Pract
to a Career Pathwa
exploration and prep
study.
1. Act as a responsi
2. Apply appropriate
3. Attend to persona
4. Communicate cle
5. Consider the env
6. Demonstrate crea
7. Employ valid and
8. Utilize critical thin
9. Model integrity, e
10. Plan education
11. Use technology
12. Work productive
Purpose
Florida Department of Education
Student Performance Standards
2020 – 2021
– SOC Code 49-9071
01.0 Demonstrate the importance of safety and environmental management systems in organizations and their importance to organizational performance and regulatory compliance--The student will be able to:
01.01 Understand the role and the purpose of the Occupational Safety and Health Administration (OSHA) rules and regulations.
01.02 Identify and locate Safety Data Sheets (formerly called Material Safety Data Sheets (MSDS)) and follow the procedures as necessary.
01.03 While using a safety data sheet, Identify health-related problems that may result from exposure to work-related chemicals and hazardous materials, and demonstrate knowledge of the proper precautions required for handling such materials.
01.04 Describe "Right-to-Know" Law as recorded in (29 CFR-1910.1200)
01.05 Identify and use safety equipment and personal protective equipment (PPE).
01.06 Describe personal and jobsite safety rules and regulations that maintain safe and healthy work environments.
01.07 Explain emergency procedures to follow in response to workplace accidents.
02.0 Investigate the construction industry and explore related occupations--The student will be able to:
02.01 Demonstrate an understanding of the relationship between construction and the environment.
02.02 Describe the role of trade unions in the construction industry.
02.03 Research apprenticeship opportunities.
02.04 Identify the different classifications of construction projects.
02.05 Define the roles and responsibilities of the general contractor, specialty contractor, construction management and design build firms.
02.06 Research construction trade occupations and the roles and responsibilities of each craft.
02.07 Research construction management occupations and the roles and responsibilities of each.
02.08 Identify design and engineering occupations and the roles and responsibilities of each.
Start with Workforce Training Curriculum

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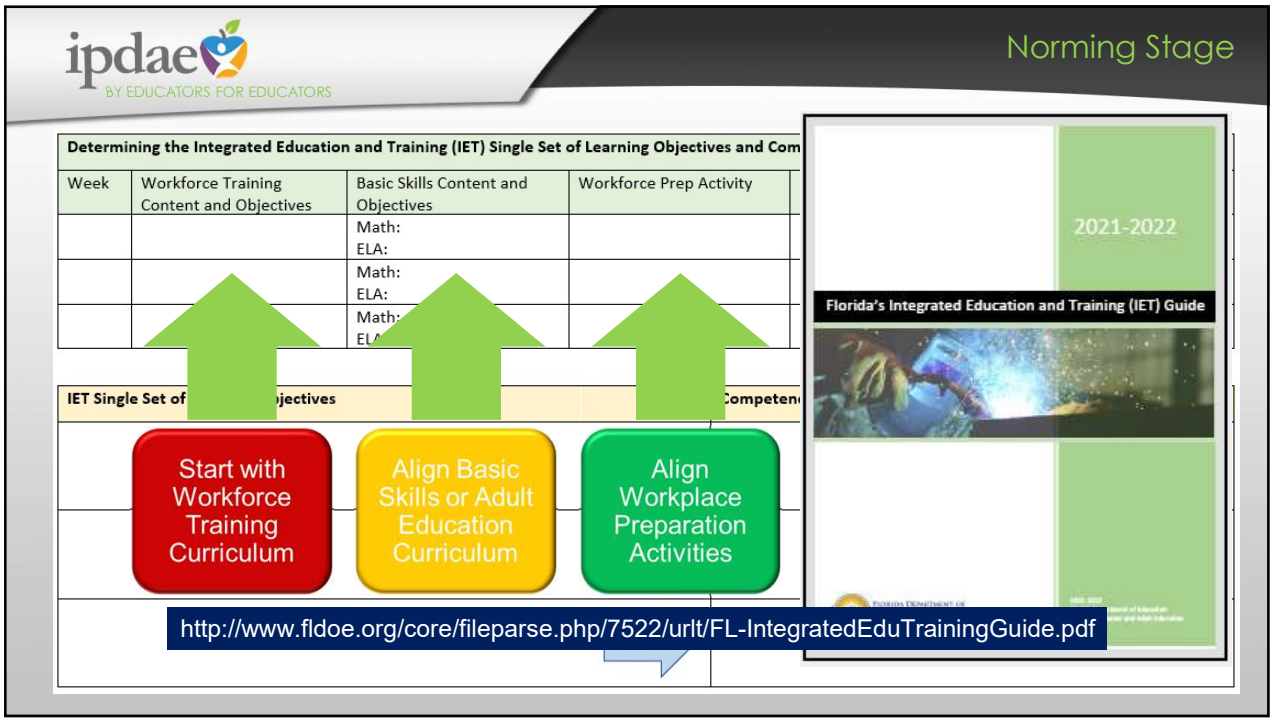
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Norming Stage
Determining the Integrated Education and Training (IET) Single Set of Learning Objectives and Com
Week
Workforce Training Content and Objectives
Basic Skills Content and Objectives
Workforce Prep Activity
Math:
ELA:
Start with Workforce Training Curriculum
Align Basic Skills or Adult Education Curriculum
Align Workplace Preparation Activities
2021-2022
Florida's Integrated Education and Training (IET) Guide
http://www.fldoe.org/core/fileparse.php/7522/urlt/FL-IntegratedEduTrainingGuide.pdf

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Single Set of Learning Outcomes (Osceola County Sch.)

Workforce Training Content and Objectives	Basic Skills Content and Objectives	Workforce Prep Activity
Material Handling (1 week) 16.0- Select the appropriate heavy equipment for a given task, 10.0 Analyze construction components, materials, hardware, and characteristics.	Reading - read and understand a safety manual, read and understand various text features (graphs, charts etc.) Listening-active listening strategies (body language and hand signals) Speaking- verbally communicate and explain specific step by step directions Writing- Language- content specific vocabulary, transition words to signal directions, descriptive adjectives to describe objects, verbs of movement	• Workplace Safety • Effective complex communication • Safe Problem Solver • Perseverance • Growth Mindset

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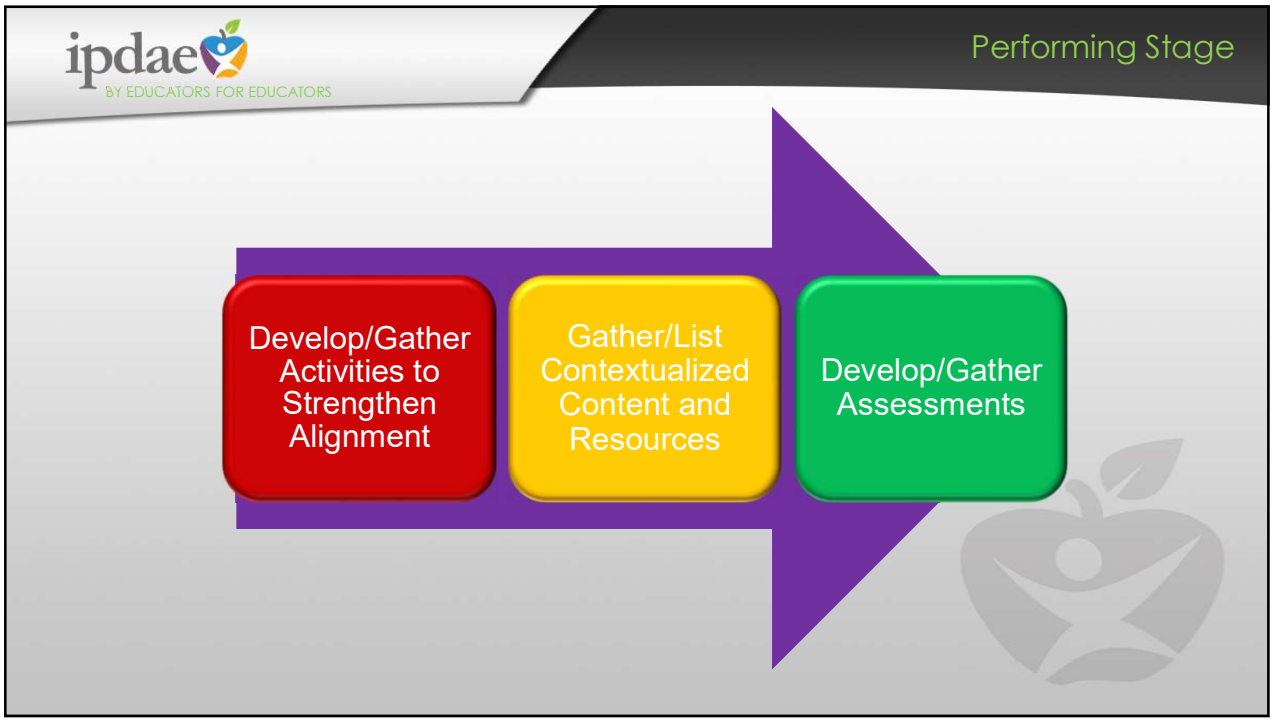

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Draft Samples
GET THERE
Florida's Workforce Education Initiative
Integrated Education and Training
Single Set of Learning Outcomes
Palm Beach County Public School
GET THERE
Florida's Workforce Education Initiative
Integrated Education and Training
Single Set of Learning Outcomes
Miami Dade College
GET THERE
Florida's Workforce Education Initiative
Integrated Education and Training
Single Set of Learning Outcomes
Osceola County Public Schools

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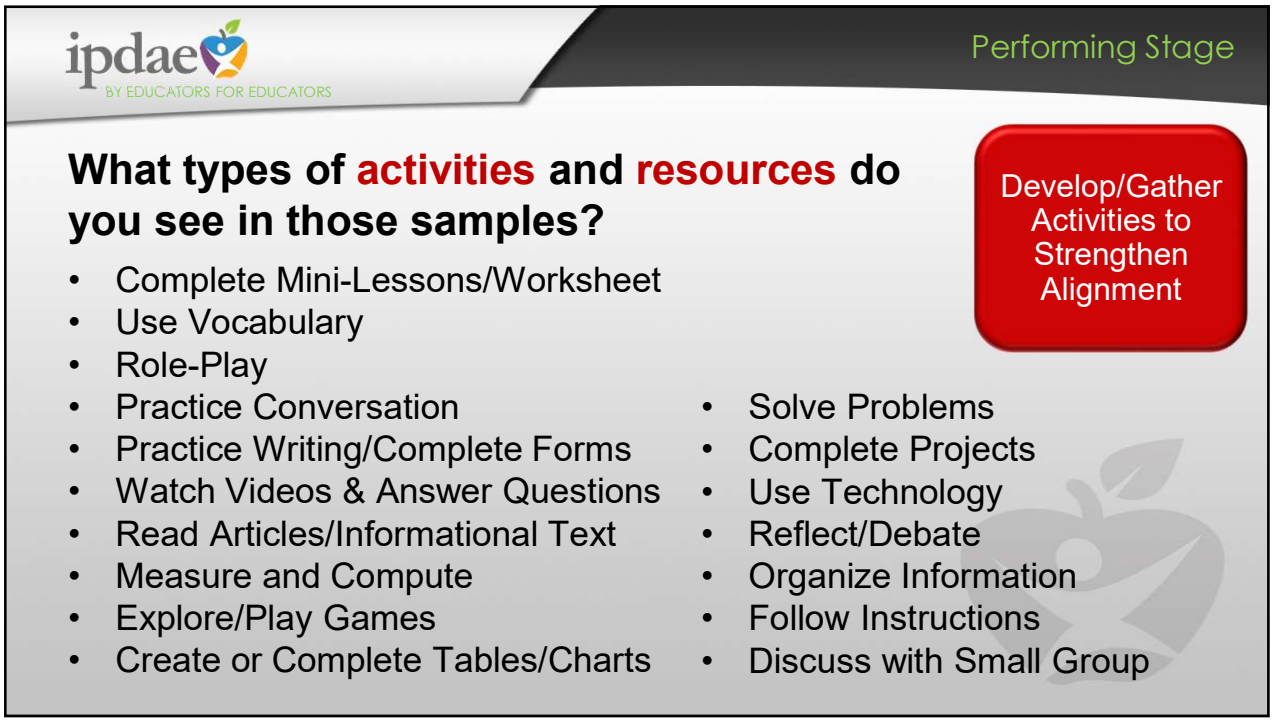
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Performing Stage
What types of activities and resources do you see in those samples?
Develop/Gather Activities to Strengthen Alignment
• Complete Mini-Lessons/Worksheet
• Use Vocabulary
• Role-Play
• Practice Conversation
• Practice Writing/Complete Forms
• Watch Videos & Answer Questions
• Read Articles/Informational Text
• Measure and Compute
• Explore/Play Games
• Create or Complete Tables/Charts
• Solve Problems
• Complete Projects
• Use Technology
• Reflect/Debate
• Organize Information
• Follow Instructions
• Discuss with Small Group

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Single Set of Learning Outcomes (Palm Beach County Sch.)

Workforce Training Obj.	Basic Skills Content and Objectives	Workforce Prep Activity	Resources and Activities	Required Assessments
Diseases and Disorder 10.0 Demonstrate knowledge of bloodborne diseases, including HIV/ Aids Key Vocabulary: Bloodborne diseases, disorders, HIV, Hepatitis B,C spread, fact, fallacy pathogens, at risk behaviors, Infection control	R1 Read closely to determine what the text says explicitly and to make logical inferences from it R2 Determine central ideas or themes of a text Writing- W1 Write arguments to support claims in an analysis of substantive topics or texts SL1 Prepare for and participate effectively in a range of conversations and collaborations SL4 Present information findings and supporting evidence	• Critical Thinking • Understanding Systems • Using Information • Self-Management	Anticipation guide - ask questions on blood borne diseases (HIV, Hepatitis, etc.) for students to tell what they believe. Create and discuss situations about how a person/patient presents their symptoms to an emergency unit/healthcare provider. Graphic organizer: T-Chart for "Fact and Fallacy" activity/ or Transmission and Treatment. Web cluster map - Place "Community Resources and Services" in the middle circle and have students work in pairs to complete the diagram. Use Jamboard to do a matching activity of the targeted vocabulary: bloodborne diseases, pathogens, diseases/disorders. Create a Fact Sheet or Tri-fold brochure to educate the community. Use a Venn Diagram to compare healthy behaviors vs. at risk behaviors that can promote the spread of diseases caused by blood borne pathogens.	Chapter /lesson review, Student peer review, Turn and Talk (Reviewing for the purpose of Assessing strengths and weaknesses), Exit Tickets, Lesson quiz, Mid semester and End of semester review to explore whether students have reached the benchmark.

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Adjourning Stage
Formulate Your Single Set Learning Outcomes
Revise/Realign Competencies, Activities and Assessments
Review, Format and Proofread

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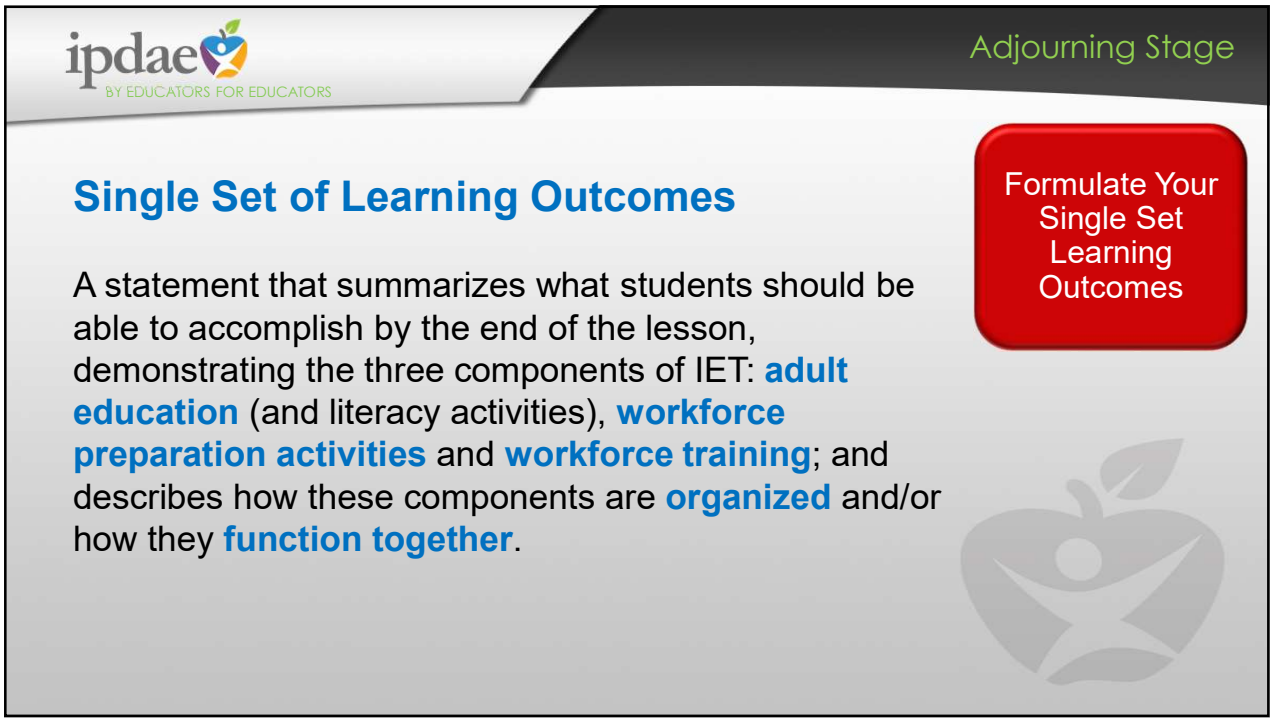
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Adjourning Stage
Single Set of Learning Outcomes
A statement that summarizes what students should be able to accomplish by the end of the lesson, demonstrating the three components of IET: adult education (and literacy activities), workforce preparation activities and workforce training; and describes how these components are organized and/or how they function together.
Formulate Your Single Set Learning Outcomes

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Single Set of Learning Outcomes (Miami Dade College)

Workforce Training Obj.	Basic Skills Content and Objectives	Workforce Prep Activity	Resources and Activities	Required Assessments
11.01 Plan product/service management strategies. 13.05 Explain the role of technology in order processing, tracking, and customer research.	Math: • MP2. Abstracting Problems • Q.6 Interpret and create data displays Social Studies: • SSP.6 Integrate Content Presented in Different Ways • SSP.10 Read and Interpret Graphs, Charts and Other Data Representation Science	• Communicate clearly, effectively and with reason. • Critical thinking • Using information	The Beauty of Data Visualization Data Analytics Crash Course on Navigating Digital Information Develop a chart, graph or flow chart to summarize product/service management of a specific logistic company (i.e. USPS, UPS, FedEx, DHL, etc.). Vision statements are powerful tools in business and in life. View Vision Statements, in Business, in Stories, in Life | Andrew Mancini | Analyze various company vision statements and	Interpreting and analyzing data worksheet Write your own vision statement and include a data visualization which highlights any aspect of it. Read scenario of problems

Students will create or use data analytics to elaborate on a company's vision statement and describe product/service management.

Students will explain orally or summarize in writing how companies used their vision statement to inform strategy or solve problems.

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Single Set of Learning Outcomes (Miami Dade College)

Workforce Training Obj.	Basic Skills Content and Objectives	Workforce Prep Activity	Resources and Activities	Required Assessments
11.01 Plan product/service management strategies. 13.05 Explain the role of technology in order processing, tracking, and customer research.	Math: • MP2. Abstracting Problems • Q.6 Interpret and create data displays Social Studies: • SSP.6 Integrate Content Presented in Different Ways • SSP.10 Read and Interpret Graphs, Charts and Other Data Representation Science	• Communicate clearly, effectively and with reason. • Critical thinking • Using information	The Beauty of Data Visualization Data Analytics Crash Course on Navigating Digital Information Develop a chart, graph or flow chart to summarize product/service management of a specific logistic company (i.e. USPS, UPS, FedEx, DHL, etc.). Vision statements are powerful tools in business and in life. View Vision Statements, in Business, in Stories, in Life | Andrew Mancini | Analyze various company vision statements and	Interpreting and analyzing data worksheet Write your own vision statement and include a data visualization which highlights any aspect of it. Read scenario of problems

Workforce Training

Adult Education/ Basic Skills

Workforce Preparation

Students will create or use data analytics to elaborate on a company's vision statement and describe product/service management.

Students will explain orally or summarize in writing how companies used their vision statement to inform strategy or solve problems.

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Single Set of Learning Outcomes (Palm Beach County Sch.)

Workforce Training Obj.	Basic Skills Content and Objectives	Workforce Prep Activity	Resources and Activities	Required Assessments
Diseases and Disorder 10.0 Demonstrate knowledge of bloodborne diseases, including HIV/ Aids Key Vocabulary: Bloodborne diseases, disorders, at risk behaviors, Infection control	R1 Read closely to determine what the text says explicitly and to make logical inferences from it R2 Determine central ideas or themes of a text Writing- W1 Write arguments to support claims in an analysis of substantive and collaborations SL4 Present information findings and supporting evidence	• Critical Thinking • Understanding Systems • Using Information • Self-Management	Anticipation guide - ask questions on blood borne diseases (HIV, Hepatitis, etc.) for students to tell what they believe. Create and discuss situations about how a person/patient presents their symptoms to an emergency unit/healthcare provider. Graphic organizer: T-Chart for "Fact and Fallacy" activity/ or Transmission and Treatment. Web cluster map - Place "Community Resources and Services" in the middle circle and have students work in pairs to complete the diagram. Use Jamboard to do a Use a Venn Diagram to compare healthy behaviors vs. at risk behaviors that can promote the spread of diseases caused by blood borne pathogens.	Chapter /lesson review, Student peer review, Turn and Talk (Reviewing for the purpose of Assessing strengths and weaknesses), Exit Tickets, Lesson quiz, Mid semester reached the benchmark.

Students will spread awareness of bloodborne diseases and available community resources/services by developing informational materials and conducting an outreach to a small local community.

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Single Set of Learning Outcomes (Palm Beach County Sch.)

Workforce Training Obj.	Basic Skills Content and Objectives	Workforce Prep Activity	Resources and Activities	Required Assessments
Disease Disc 10.0 know bloo dise HIV/ Key Vocabulary: Bloodborne diseases, disorders, at risk behaviors, Infection control	he text l to ences ntral f a text W1 Write arguments to support claims in an analysis of substantive and collaborations SL4 Present information findings and supporting evidence	• Critical • Unde Syste • Using Infor • Self- Manag	ask questions on blood tis, etc.) for student uations about how oms to an emergen der. Chart for "Fact and Treatment. Web cluster map - Place "Community Resources and Services" in the middle circle and have students work in pairs to complete the diagram. Use Jamboard to do a Use a Venn Diagram to compare healthy behaviors vs. at risk behaviors that can promote the spread of diseases caused by blood borne pathogens.	son weaknesses), Exit Tickets, Lesson quiz, Mid semester reached the benchmark.

Workforce Training

Adult Education/ Basic Skills

Workforce Preparation

Students will spread awareness of bloodborne diseases and available community resources/services by developing informational materials and conducting an outreach to a small local community.

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Purpose of Single Set of Learning Outcomes

Single Set of Learning Outcomes

- Allows the IET instructors to focus on the aligned expectations per lesson unit (executive summary).
- Organizes the three components of IET
- Delineates how the three components of IET should function together
- Clarifies what resources and activities could be used

Note: The single set of learning outcomes could be formulated right after the Norming (Alignment) Stage.

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Your Turn

Hairdressers, Hairstylists, and Cosmetologists

Workforce Training Content and Objectives	Basic Skills Content and Objectives	Workforce Prep Activity
17.01 Prepare the client for service. 17.02 Analyze and evaluate the hair's chemical composition and structure. 17.03 Identify different compositions of shampoos. Utilize problem-solving skills to determine the appropriate products and applications and communicate an understanding of factors that influence the choice of products to meet client's needs.	Math: units of measurement, conversion of units, ratios, proportions, percents, problem-solving process ELA: reading cause & effect texts, main idea, supporting details, descriptive writing, writing problem-solution	✓ Critical Thinking Teamwork ✓ Employment ✓ Self-Management ✓ Utilizing Resources ✓ Using Information ✓ Understanding Systems

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Your Turn

Hairdressers, Hairstylists, and Cosmetologists

IET Single Set of Learning Objectives

Students will apply skills in measurement, ratios and proportion to evaluate client's hair and summarize information to prepare client for service.

Students will apply problem solving skills to meet client's needs, focusing on clearly communicating factors that influence the choice of shampoo products.

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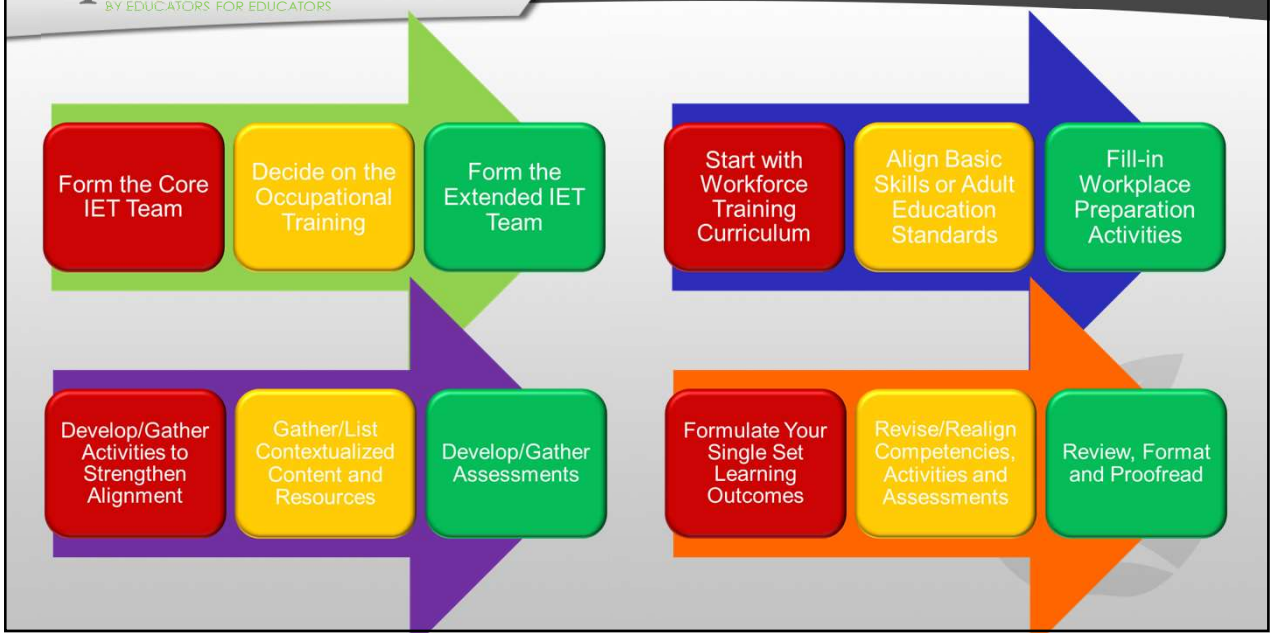
Summary of Steps



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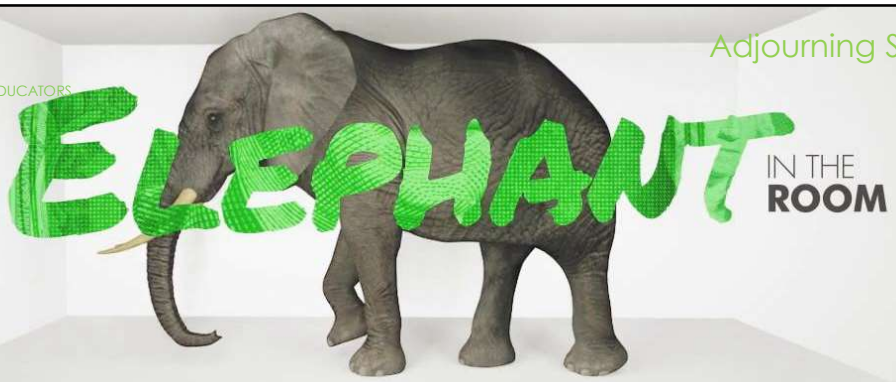
Adjourning Stage



Developing and IET Program of Study **requires time, organization, personnel, partners and resources**. The concept is simple, but the devil is in the details. Give as much information as you can to show the full scope of the IET Program.

If done the right way, IET has unlimited potential to re-engage adult students, strengthen your partnerships and reenergize your program.

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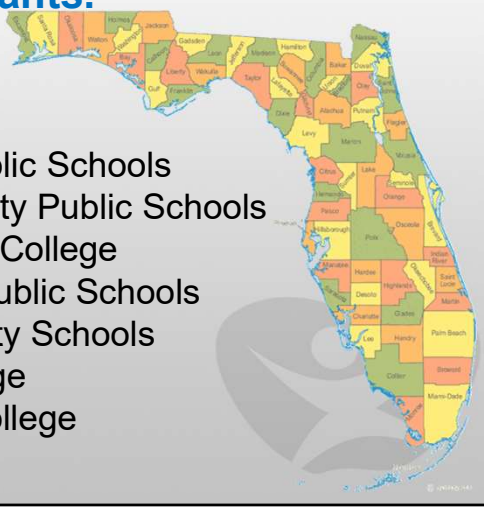
Project Participants

Let's hear some thoughts and advice from our project participants.



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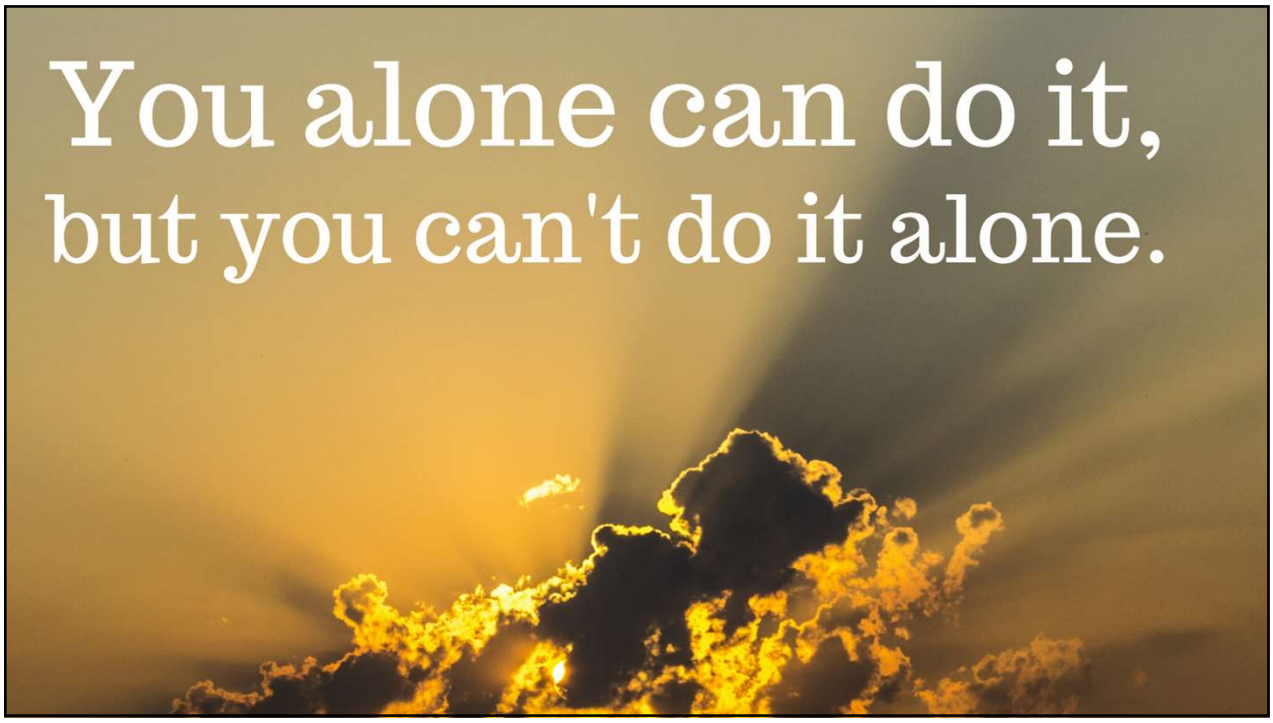
You alone can do it,
but you can't do it alone.

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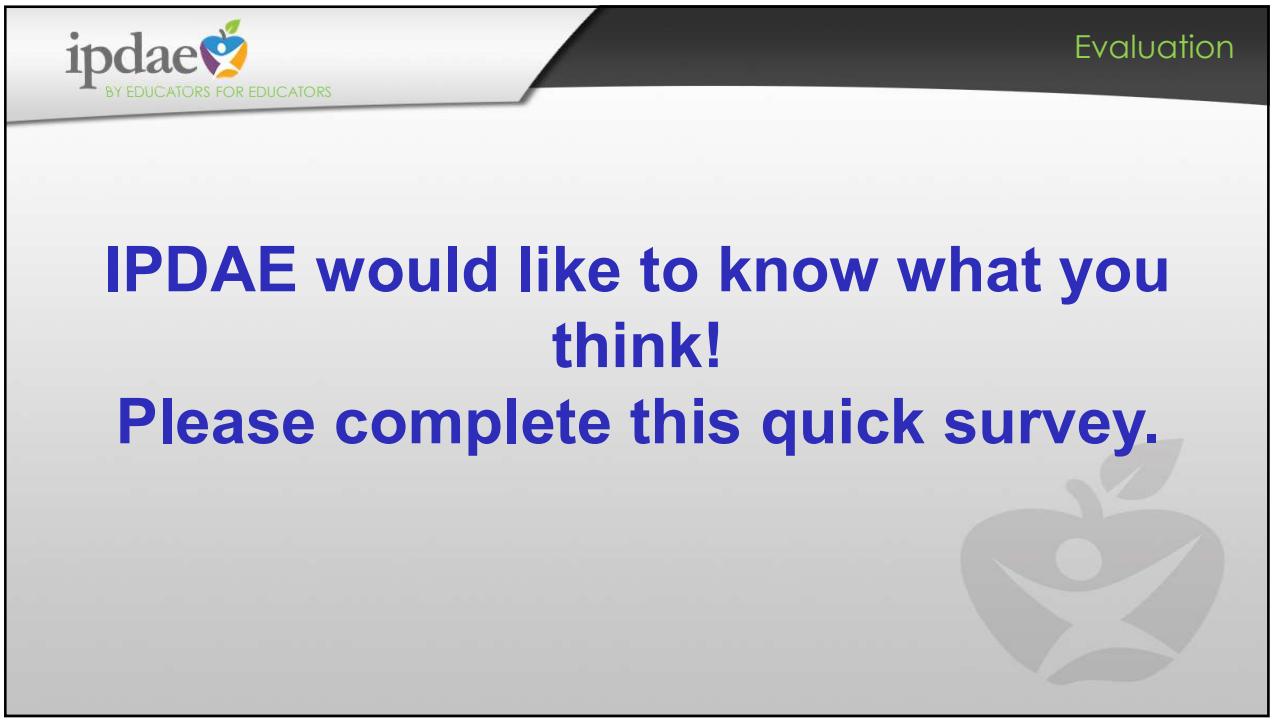
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Evaluation
IPDAE would like to know what you think!
Please complete this quick survey.

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Thank You
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Thank you for participating!

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