

Developing Basic Skills Curriculum for an IET: A Guide for the Pathways to Employment Program

Institute for the Study of Adult Literacy (ISAL), The Pennsylvania State University
Central Pennsylvania Workforce Development Corporation (CPWDC)
North Central Workforce Development Board (NCWDB)
Southern Alleghenies Workforce Development Board (SAWDB)
Pennsylvania College of Technology



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Through the *Pathways to Employment* initiative, the Institute for the Study of Adult Literacy (ISAL), Central Pennsylvania Workforce Development Corporation (CPWDC), the North Central Workforce Development Board (NCWDB) and the Southern Alleghenies Workforce Development Board (SAWDB) are partnering with local training providers to develop new Integrated Education and Training (IET) opportunities across 21 counties in Pennsylvania. By providing adult education and literacy activities concurrently and contextually with workforce training for a specific occupation, these IET programs aim to increase the ability of individuals with low basic skills to earn valued occupational credentials, obtain well-paying jobs, and sustain rewarding careers in the manufacturing and healthcare sectors. The initiative is funded through the U.S. Department of Labor's 2015 Sector Partnership National Dislocated Worker Grant program, and supported by the Pennsylvania Department of Labor and Industry. (February 2017)

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SECTION ONE

Introduction to IETs

Introduction

Integrated Education and Training (IET) has become a useful strategy to help adult education students and others improve their basic and occupational skills, while meeting local workforce development requirements and needs. In 2016, the Central Pennsylvania Workforce Development Corporation (CPWDC) launched the *Pathway to Employment* initiative to enhance job training services available in the region with a particular focus on adults who lack basic skills in communication, reading, and math. CPWDC contracted with Penn State University's Institute for the Study of Adult Literacy (ISAL) to bring together Adult Basic Education (ABE) practitioners and their workforce and training partners in three workforce development areas—Central Pennsylvania, North Central Pennsylvania, and Southern Alleghenies—to provide basic skills curriculum development training to build IET offerings. This guide is the primary resource for the basic skills training. It is designed to enable Title II providers and their training partners to adapt existing curriculum and/or develop new basic skills curriculum to help adult education students successfully complete occupational skills training and move forward on a career path. It focuses on the development of basic skills curriculum, not occupational skill training curriculum.

What is in the Guide?

This guide has been informed by preexisting curricula in FIT 4 Manufacturing; FIT 4 Healthcare; Emergency Medical Technician; and Mechanical Components: Mechanical Maintenance, Level 1 developed by Pennsylvania College of Technology; and other IET-related programs, such as Accelerating Opportunity, PluggedInVA, Work Attributes Towards Careers in Health (WATCH), and Elgin Community College Courses. It provides resources and tools that will help practitioners plan, design, and implement the basic skills component of an IET curriculum. There are 6 sections:

- 1) Introduction to IETs
- 2) Creating Basic Skills Lessons for an IET
- 3) Getting Ready to Offer the Basic Skills Component for the IET
- 4) Lesson Plan Overviews
- 5) Resources (additional tools and information for reference)
- 6) Tools (blank templates of tools)

How to Use the Guide

While a number of effective strategies and approaches are outlined in this guide, program planners and curriculum developers will want to choose the strategies that are the best fit for their local context, needs, partners, and resources. For example, one IET strategy advocates for team teaching with the basic skills and occupational instructor in the same classroom. This approach can be costly and hard to implement; consequently, a common IET practice is to enable the basic skills and occupational instructor to align their lessons and learning objectives and meet regularly to support students rather than co-teach. This guide does not advocate for one approach over the other. However, it does emphasize key characteristics that are outlined

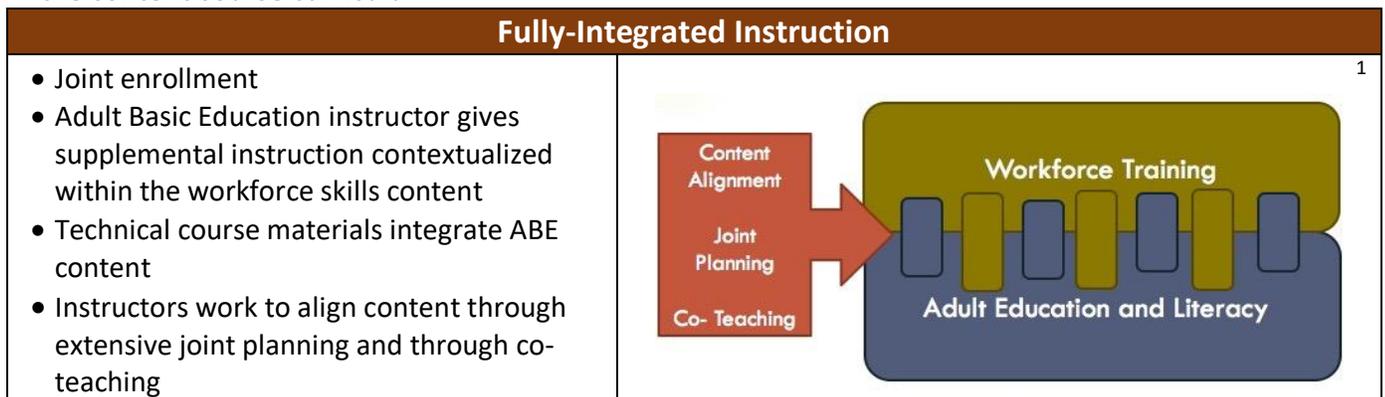
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in the Workforce Innovation and Opportunity Act (WIOA) definition: *concurrent, integrated and contextualized instruction*. Practitioners should use this guide, its tools, resources, and information as a starting point and tailor the IET to the individual needs of their community and the requirements of the funding used to implement the IET.

IET Instructional Integration: Strategies and Approaches

While WIOA specifies that adult education and literacy activities exist in tandem with workforce preparation activities and workforce training, what this looks like in reality can vary from classroom to classroom, and program to program. Ideally, IET programs are able to either fully-integrate or partially-integrate the ABE curriculum with occupational skills training curriculum, providing a coherent and seamless instructional experience for students based on a single set of learning objectives.

Fully-integrated instruction often pairs an occupational skills instructor with a basic skills instructor within the classroom in order to provide a cohesive presentation of both the basic skills and the occupational content. One of the most well-known IET programs in the U.S. is Washington state's Integrated Basic Education and Skills Training (I-BEST) program. While some consider fully-integrated models to be the gold standard, they are costly and require extensive coordination and training. **Partially-integrated instruction** allows for greater flexibility in scheduling and requires less coordination between occupational skills and ABE instructors. Although the content and skills instruction may not be as seamlessly integrated, students are still given the opportunity to learn basic skills that are applicable, contextualized, and aligned to the content course curriculum.



¹ Graphic from “Integrated Education and Training #1” Webinar, Slide 43, Anson Green, March 3, 2016; Retrieved from <http://www-tcall.tamu.edu/twcael/ppt/16-0303-WIOARoadshowIET.pptx>

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In the Words of Instructors: A professional-technical instructor described how team teaching in her I-BEST class works: “We define the roles together that work best for us. For instance, I am really good with PowerPoint and learning styles. So I take the curriculum and put visual images to it. [My co-instructor] is at the front of class with me, and he picks words apart, deals with pronunciation, the history of words. So as I go through the images and talk about the terms, he is breaking apart the words and showing connections.” Explaining the integration in her classroom, a basic skills instructor stated, “It’s not like basic skills only happens on, say, Wednesdays. It’s happening the whole time. Just like content is always happening, the basic skills instruction is always happening throughout the course. You have to really marry the two.”²

Partially-Integrated Instruction

- Joint enrollment in both basic skills course & workforce training courses
- ABE content aligned to the workforce training content
- Instructors work together to identify basic skills needed for ABE students to master workforce skills covered



In the Words of Instructors: A basic skills instructor explained the process of modifying the course curriculum, stating, “[The professional-technical instructor and I] have made changes. We got a new textbook, reorganized the way the curriculum is laid out ... and moved topics around.” Describing how she accommodates the needs of basic skills students, a professional-technical instructor stated, “I used to lecture a lot, but since I started teaching I-BEST I’ve gone a lot more to small group presentations, role-playing, that sort of thing. I’ve tried to hit the different learning styles.”⁴

A study of I-BEST models implemented in the state of Washington found that the following characteristics are key to the success of fully-integrated and partially-integrated instruction: careful selection of faculty for teaming; extensive training and professional development for instructors on approaches to team teaching; and instructor qualities (flexibility, communication and organizational skills, and openness to trying new models and strategies for teaching).⁵

² "How I-BEST Works: Findings from a Field Study of Washington State's Integrated Basic Education and Skills Training Program" retrieved from: <http://ccrc.tc.columbia.edu/media/k2/attachments/how-i-best-works-findings.pdf>

³ "Integrated Education and Training #1" Webinar, Anson Green, March 3, 2016; Retrieved from <http://www-tcall.tamu.edu/twcael/ppt/16-0303-WIOARoadshowIET.pptx>

⁴ "How I-BEST Works: Findings from a Field Study of Washington State's Integrated Basic Education and Skills Training Program" retrieved from: <http://ccrc.tc.columbia.edu/media/k2/attachments/how-i-best-works-findings.pdf>

⁵ "How I-BEST Works: Findings from a Field Study of Washington State's Integrated Basic Education and Skills Training Program" retrieved from: <http://ccrc.tc.columbia.edu/media/k2/attachments/how-i-best-works-findings.pdf>

IET Program Examples

Several IET programs are described below. See **Section #5: Resources #1 & #2** for more information on these programs.

- A) ***Accelerate Texas*** is a shared initiative of the Texas Workforce Commission (the Agency) and the Texas Higher Education Coordinating Board (THECB) and represents an integrated services approach for underprepared students to workforce training and basic skills instruction through Adult Education and Literacy (AEL) activities. Students work towards a broad array of credentials including post-secondary (credit/non-credit) and industry recognized certifications. The Agency’s IET models provide AEL and workforce preparation activities and workforce training concurrently and contextually for a specific occupation or occupational cluster with the goal to accelerate progress through common learning objectives and integrated activities.
- B) ***Accelerating Opportunity: Kansas (AO-K)*** is a partnership between Kansas Board of Regents and the Department of Commerce to pair adult education with career pathways at 16 different community and technical colleges across the state. While the initiative includes more than 30 different career pathways, key occupational sectors include healthcare, welding, manufacturing and aero-structures. These career pathway programs are generally short-term programs—often around 12 credits—and result in an industry-recognized technical certification or credential, as well as a GED® credential. Career pathway courses, or career and technical education courses, are taught with a basic skills instructor that prepares students for both the GED® test and the technical certification process. AO-K works in conjunction with the GED® Accelerator program, which uses funds from the state of Kansas to award individuals differing monetary amounts upon completing GED® test modules (\$170 award), earning GED® credential (\$500 award), and/or earning an industry-recognized credential (\$1,000 award).
- C) ***Accelerating Opportunities KY*** links GED® preparation with occupational skills training. Accelerating Opportunities KY features programs designed to help students earn an occupational certification and earn college credits applicable to different degree plans. The initiative includes a variety of career sector programs offered at various colleges in the state. Some of these programs include: administrative office technology, allied health and nursing, automotive technology, computer information technology, human services, industrial maintenance, and electrical technology. The initiative features key partnerships with the various workforce development partners in the state, including the Kentucky Association of Manufacturers, Cabinet for Economic Development, Chamber of Commerce, Kentucky Hospital Association, and the Kentucky Workforce Investment Board. The program utilizes two key support personnel at each location—a success coach and a career coach. The success coach acts as the main program contact for students, and assists them with financial aid paperwork, academic advising, developing goal plans, attending program orientations, and explaining program requirements and expectations. The career coach works with students on resumes, interview skills, job searches, and career counseling.

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- D) ***Instituto del Progreso Latino's Carreras en Salud*** (or Careers in Health) is a nursing career pathway program in Chicago for non-native English speakers. The program supports students to move from one nursing credential level to the next: Certified Nursing Assistant, to Patient Care Technician, to Licensed Practical Nurse to Registered Nurse. Contextualized curriculum that gradually incorporates more content and complexity from the nursing sector into adult basic skills and literacy courses is built into the program.
- E) ***Ohio Technical Centers*** located throughout the state develop, maintain, and expand occupational training and workforce development programs in no less than three career fields. These programs must relate to sectors in Ohio that are in need of highly-skilled employees. The programs must be accredited by a third party and offer the benefit of statewide credits that can be applied towards the next level of education. The technical centers maintain relationships with post-secondary institutions throughout the state to ensure the transferability of credits and skills and assist with the transition of students from one educational institution to the other.
- F) ***PluggedInVA*** is an initiative within Virginia Commonwealth University with curriculum that features six components for students: 1) digital literacy; 2) 21st century skills; 3) professional soft skills for employment; 4) GED[®] credential; 5) Career Readiness Certificate; and 6) industry-specific certificates. Students participate in each of the components with different activities such as job shadowing and mock interviews overlapping the different phases of the six-month program. Although there is a specified block of time for GED[®] preparation and professional soft skills development, students also participate in a contextualized content section of instruction which targets the allied health field (medical assisting or phlebotomy), energy/mining (electrical or welding), or construction/weatherization. During this block of time, students experience and learn about their chosen field, while using skills covered in other curriculum components.
- G) ***WATCH: Work Attributes Towards Careers in Health*** is a workforce development program offered through Central Susquehanna Intermediate Unit, a local educational agency in Pennsylvania. The WATCH program provides instructional programs for individuals who want careers within the healthcare field, have incomes below their county's self-sufficiency standards, and achieve a minimum score on the TABE assessment. Among a variety of resources the program offers students (e.g. tuition, textbook assistance, and access to educational resources), the WATCH Project also coordinates apprenticeships with various healthcare organizations to prepare students to become certified nursing assistants. These apprenticeships allow students to gain practical experiences within their target career field, while also earning a wage. Students completing the program earn a program certification, as well as certifications in CPR and first aid. WATCH's "Yes to the Future" program component offers students access to adult education and tutoring activities, study skills training, job shadowing opportunities, mentoring, financial skills education, and employability skills training.

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- H) **Wisconsin RISE: Regional Industry Skills Education** is a partnership between the Wisconsin Technical College System and the Wisconsin Department of Workforce Development. Their career pathways programming provides state residents sequenced steps to achieve occupational training, industry-recognized credentials, and a degree or technical diploma. Career pathway bridge courses help individuals develop the basic skills needed to transition and succeed in their chosen pathway. The contextualized curriculum used in the basic skills bridge classes reinforces occupational skills content. Career pathways differ by institution. Some of the industry sectors offered include: health sciences, hospitality and tourism, business management, information technology, welding, clinical lab technician, medical assistant, and health office professional.

SECTION TWO

Creating Basic Skills Lessons for an IET

Getting Started

As you think about planning the basic skills component of an IET, it is important to identify a single set of learning objectives for the IET and desired competencies. Below are some questions to use as a starting point; others may emerge during the planning process. These questions will help you think about the student population being served, the basic skills that will be needed, and whether the occupational skills training being considered is appropriate for the targeted students that might enroll.

- What jobs are associated with the training?
- What occupational skills course(s) are being 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 requirements for the course?
- Are competencies required to successfully complete the course (e.g. an exit grade level, a test to pass, ability to read a blueprint, knowledge of fractions, etc.)?
- Can the target population successfully complete the course with basic skills support?
- Is prior preparation or particular support services needed?

Tool #2

Examining the Targeted Course

Use this tool to help you decide if your Occupational Skills Training (OST) is appropriate for your target population and is a part of a career pathway.

OST Course/Career Pathway		
What jobs are associated with the OST?		
Certifications associated with training		
Are certifications employer recognized?		
Pre-Requisites	Basic Skills Threshold	
	Language Requirement	
	Experience in Field or Occupational Skill Threshold	
	Educational Credential	
Exit Criteria/ Competencies Required	Testing/Assessment (Final test, placement test score, etc.)	
	Performance Verification (Reading a blueprint, measuring a pipe, writing an incident report, etc.)	
	Credentialing Completed	

Assessing Course Appropriateness: Will the target population be able to successfully complete this course in the allotted time with basic skills support?	YES	NO	UNSURE
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Rationale & Notes:	
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Identifying Basic Skills Content

Once you have established that the identified OST aligns with the targeted student population’s skills, work with the OST instructor to identify content that needs to be addressed in the basic skills component. Together, scan the OST curriculum and instructional materials and fill out the chart below. In the first column, note the location of the identified content in the curriculum or instructional materials; in the Content Knowledge Needed column, identify the OST content that requires specific vocabulary, reading, writing, or math to understand the information. In the last column, Basic Skills Needed, identify the basic skill(s) that need(s) to be included in the adult basic education curriculum to support learning the identified OST content.

Example

		Adult Basic Education/ESL
Unit/Lesson/Page	Content Knowledge Needed	Basic Skills/ESL Needed* <i>*All skill areas may not need to be addressed*</i>
Unit 1, lesson 1, page 4	Learning names/functions various tools	Math: units of measurement; basic fractions
		Reading/Writing/Language: Finding key terms; writing notes; learning vocabulary
		Workforce prep: OSHA safety with tools; how to follow directions
Unit 1, lesson 2, page 16	Measuring & cutting pipe lengths	Math: units of measurement; basic fractions
		Reading/Writing/Language: Reading directions; writing conventions for measurements; understanding & articulating process
		Workforce prep: OSHA safety with cutting tools; working in teams
Unit 1, lesson 3, page 30	Assessment on lessons— demonstration of ability to measure & cut pipe	Math:
		Reading/ Writing/Language:
		Workforce prep:

Tool #3 Identifying Basic Skills Content

Use this tool to identify content for the basic skills curriculum. In the first column, note the location of the identified content in the curriculum/instructional materials. In the second column, identify the OST content requiring basic skills to understand it. In the last column, identify the basic/ESL skill(s) that need(s) to be included in the adult basic education curriculum.

Occupational Skills Training		Adult Basic Education/ESL
Unit/Lesson/Page	Content Knowledge Needed	Basic Skills or ESL Needed* <i>*All skill areas may not need to be addressed*</i>
		Math:
		Reading/Writing/Language:
		Workforce prep:
		Math:
		Reading/Writing/Language:
		Workforce prep:
		Math:
		Reading/Writing/Language:
		Workforce prep:
		Math:
		Reading/Writing/Language:
		Workforce prep:

Finding the Contextualized Content

IET programs use a contextualized approach (see **Section #4** for lesson plan overviews, or **Section #5** for links to other IET program resources) to teach the basic skills needed to learn the occupational skill. For example, basic skills instruction that supports a welding course would teach fractions using activities to determine combining pipe lengths to complete a welding task; a phlebotomy integrated basic skills course might cover the metric system; or a child development class could reinforce writing notes to parents.

Example

STEP 1		STEP 2	
Occupational Skills Training		Adult Basic Education/ESL	
Unit/ Lesson/ Page	Content Knowledge Needed	Basic Skills or ESL Needed* <i>*All skill areas may not need to be addressed*</i>	Contextualized Activity
Unit 1, lesson 1, page 4	Learning names/ functions various tools	Math: <i>units of measurement; basic fractions</i>	<i>Mini review lesson on reading rulers; have students measure various objects. Use lesson plan found online at -----.com</i>
		Reading/Writing/Language: <i>Finding key terms; learning vocabulary; stating the names of tools</i>	
		Workforce prep: OSHA <i>safety with tools; how to follow directions</i>	

Tool #4 Identifying Contextualized Content

Use this tool to identify the contextualized activities that will be used in the IET. First, review the occupational skill content and note the content that requires specific basic skills to understand or learn the content in the Content Knowledge Needed column and where it is located in the Unit/Lesson/Page column. Specify the skills needed in Basic Skills Needed column and what the contextualized activity would be in the Contextualized Activity column.

STEP 1		STEP 2	
Occupational Skills Training		Adult Basic Education/ESL	
Unit/ Lesson/ Page	Content Knowledge Needed	Basic Skills or ESL Needed* <i>*All skill areas may not need to be addressed*</i>	Contextualized Activity
		Math:	
		Reading/Writing/Language:	
		Workforce prep:	
		Math:	
		Reading/Writing/Language:	
		Workforce prep:	
		Math:	
		Reading/Writing/Language:	
		Workforce prep:	

Identifying Workforce Preparation Activities to Teach & Reinforce in the Adult Basic Skills Component

Work with the occupational skills training instructor and/or an employer to determine the workplace skills that are most important for success in the IET and the associated jobs. One useful resource is the Foundation Skills Framework (FSF) Checklist⁶, which you can find in **Section #5, Resource #3**. This checklist can be used to support the workforce preparation component by identifying relevant and needed skills. The FSF Wheel below identifies the skills needed to obtain and maintain employment as well as other relevant work-associated life skills.



⁶ Developed at the Institute for Study of Adult Literacy; retrieved from: <http://www.paadultedresources.org/workforce-career-pathways/cp-program-resources/foundation-skills-framework/>

SECTION THREE

Getting Ready to Offer the Basic Skills Component for the IET

Design & Implementation

The following tools will help guide your decisions about the IET. **Tools #5** and **#6** will help you to determine how the components will be structured and how the basic skills and occupational skills instructor will work together to plan, teach, and assess student progress. **Tool #7** will help you to create integrated syllabi. **Tool #8** will help you to establish a timeline for getting the basic skills component (and IET) up and running. **Tool #9** provides a template for lesson planning. **Resource #4** in **Section #5** is an overall implementation and communication plan to help develop and organize an IET from start to finish.

Tool #5 Class Structure

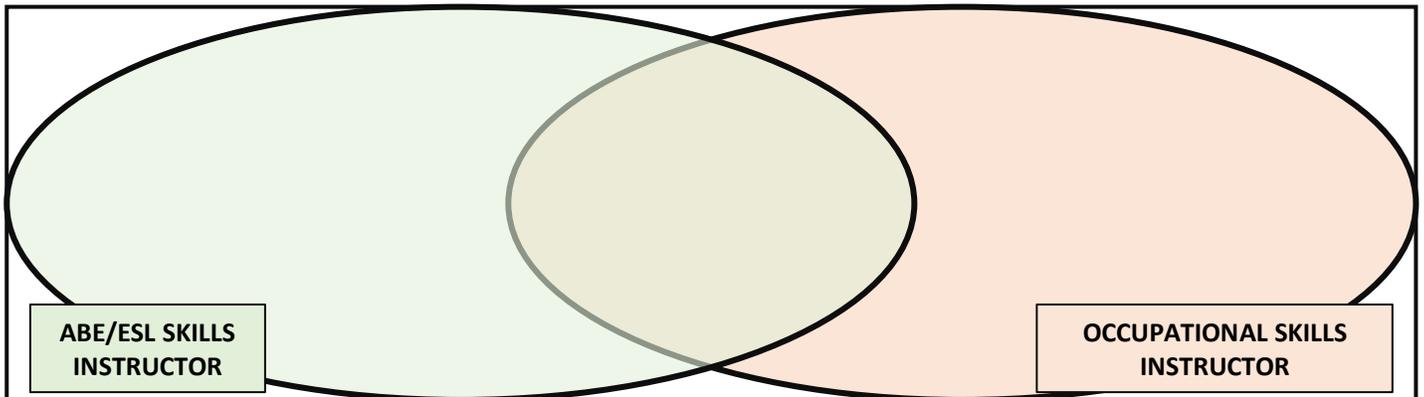
Length <i>(6-week; 8-week; semester; etc.)</i>	ABE/ESL	OST
Amount of instructional time		
Location of instruction		
Instructor		
Number of sessions each week		
Number of hours for each session		

Other notes (e.g., distance learning, support services)

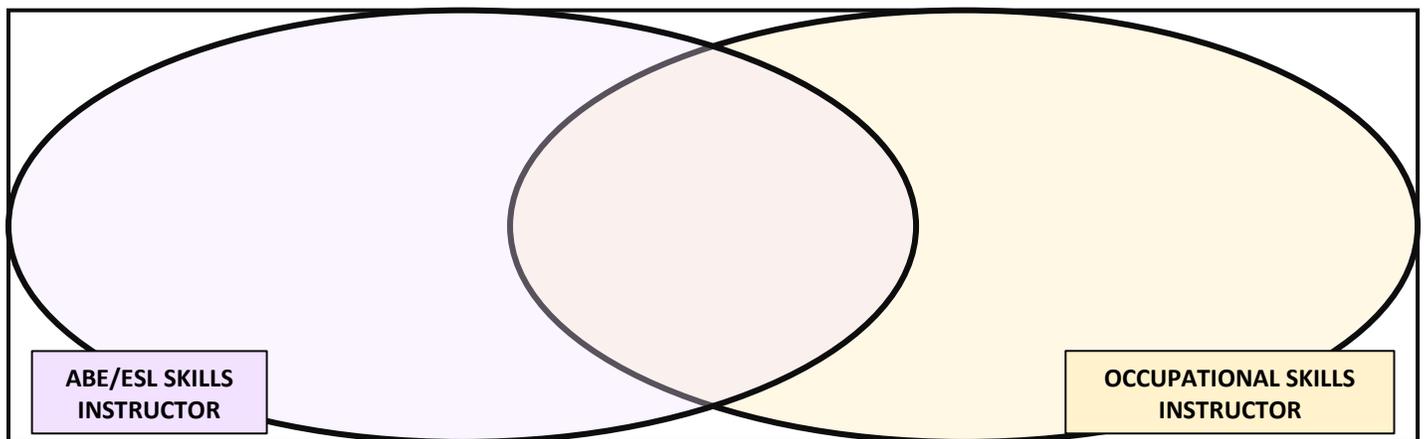
Tool #6: Coordinating Instruction

Integrating occupational and basic skills content may require different levels of commitment and assistance between the instructors. For each topic below, discuss what tasks and responsibilities will be divided and what tasks and responsibilities will require the joint efforts of both basic skills and occupational skills instructors.

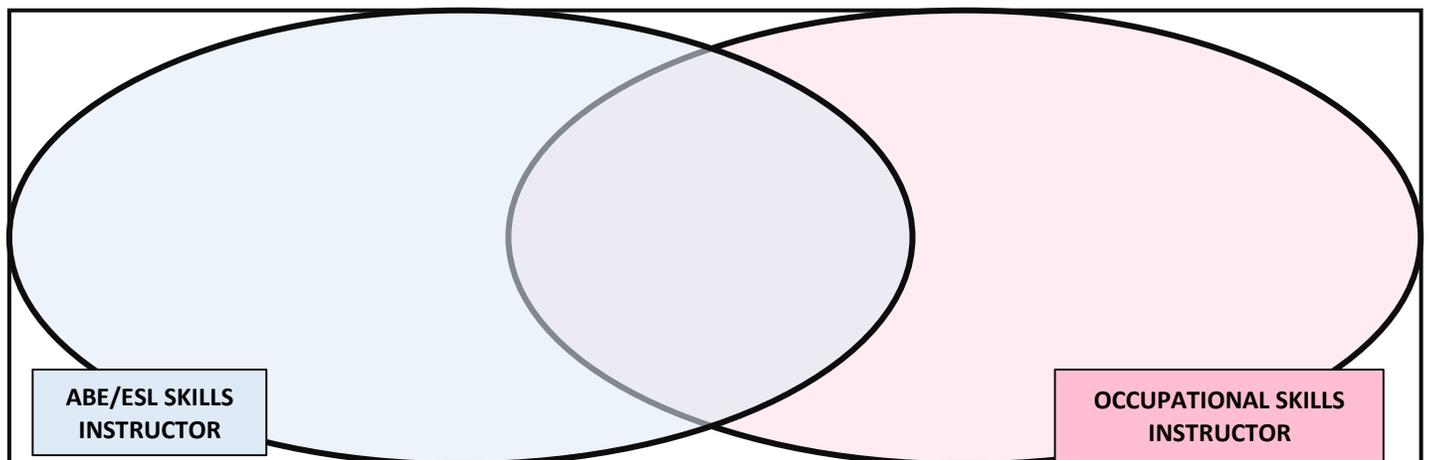
INSTRUCTIONAL PLANNING



CLASS INSTRUCTION:



ASSESSMENTS & GRADING:



Determining the IET Single Set of Learning Objectives and Competencies and Creating the IET Syllabi

Use **Tool #7** to determine the IET’s objectives and competencies and to develop the syllabi for the occupational training and basic skills/workforce preparation activities components. Work with the occupational skills instructor to determine the basic skills content and competencies and workforce preparation activities that must be covered each week to support and prepare students in the occupational skills training. At the same time, identify the single set of objectives and competencies that will be addressed in both components and how the occupational skills training will reinforce the basic skills learning.

Example:

Week #:	OST Content & Objectives	Basic Skills Content & Objectives	Workforce Prep Activity	Basic Skills Resources & Activities	Basic Skills Assessments
1	<ul style="list-style-type: none"> • Ability to identify tools needed for measuring pipe length • Ability to correctly measure pipe length with 100% accuracy 	<ul style="list-style-type: none"> • List pipe measurement tools, their definitions and state their uses • Understand & use units of measurement 	<p>Exercise to compare which pipe cuttings had the most waste (FSF connection: Demonstrate quality consciousness)</p>	<ul style="list-style-type: none"> • OST textbook pages for key vocabulary words—students write complete sentences describing new tools • Pipe measuring activity worksheet 	<ul style="list-style-type: none"> • Post-lesson assessment—quiz on vocabulary words • Assessment on ability to measure pipe length with 100% accuracy

IET Single Set of Learning Objectives:	Competencies
<p>Demonstrate ability to select correct tool(s) to complete the required activity </p>	<ul style="list-style-type: none"> • Read and correctly identify and name the tools needed for measuring pipe length • Properly select tool needed to complete a specific task • Read instructions and demonstrate proper and safe use of tools.
<p>Demonstrate ability to accurately measure pipe length to reduce waste </p>	<ul style="list-style-type: none"> • Read different measurement units on a blue print • Use common fractions to correctly measure materials to reduce waste • Articulate the importance of reducing waste

Tool #7

Determining the IET Single Set of Learning Objectives and Competencies and Creating the IET Syllabi

Use Tool #7 to determine the IET’s single set of objectives and competencies and to develop the syllabi for the occupational training and basic skills/workforce preparation activities components.

Week #:	OST Content & Objectives	Basic Skills/ESL Content & Objectives	Workforce Prep Activity	Basic Skills/ESL Resources & Activities	Basic Skills/ESL Assessments

IET Single Set of Objectives:	Competencies
	• • •
	• • •
	• • •

Tool #8
ABE Curriculum Development Timeline

The length of time available for planning and implementation may greatly affect all other planning considerations. Use this chart to help plan for implementation of the basic skills component and IET.

IET Name: _____			
Start Date of IET: _____			
Task	Date Due	Person(s) Responsible	Comments

SECTION FOUR

Lesson Plan Overviews

Developing Basic Skills Curriculum for an IET

Emergency Medical Technician Basic Skills Lesson Plan Overview

Title: Emergency Medical Technician (EMT) Foundations

Training Provider: Pennsylvania College of Technology Workforce Development and Continuing Education

Description of Occupational Training: This course prepares participants to provide patient care and transportation to those who access the emergency medical system. This course meets National EMS Education Standards and Instructional Guidelines for Emergency Medical Technician and prepares the participant for the National Registry examination.

Hours of Training: 50 hours of video-based lecture plus 100 hours of practical sessions

Hours of Basic Skills Training: 20

Integrated Education and Training Program Objectives:

- Provide participants with the knowledge and skills necessary to become an EMT.

Basic Skills Objectives:

- Improve reading, writing, and math skills to ensure success during the EMT course.
- Focus instruction on medical terminology and the language of anatomy and body systems.
- Practice note taking and study skills to prepare for the National Exam.
- Explore the employability skills needed to serve on an emergency medical team.

Assessment Tools:

Formative:

- On-going skill and content assessment

Summative:

- TABE® Survey 9/10
- National Registry Exam at the EMT Level

Intended Audience:

Individuals registered for the Emergency Medical Technician course. Participants can be 16 years of age with parental consent. A high school diploma or other a secondary credential is not required. Training would be appropriate for those functioning at Low Adult Secondary Education Level.

Developing Basic Skills Curriculum for an IET

Introduction to the Lesson Plan Layout: The lesson plan template was designed to capture objectives and activities of each lesson. The lesson plans reference both College and Career Readiness Standards and the Foundation Skills Framework.

Process of Developing the Curriculum:

- Met with content instructor on several occasions to review the syllabus, online and print materials.
- Met with content instructor to determine crucial basic skills needed for the course.
- Researched existing preparatory curriculum for suggested activities and lesson topics.

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FIT 4 Healthcare Basic Skills Lesson Plan Overview

Title: FIT 4 Healthcare

Training Provider: Pennsylvania College of Technology Workforce Development and Continuing Education

Description of Occupational Training: FIT 4 Healthcare is a foundational training designed to inform participants of the Healthcare sector. PA CareerLink® Lycoming County offers workshops to participants such as interview skills, application tips, and Word and Excel classes. A job fair with healthcare providers is scheduled as a culminating event. Participants earn First Aid and CPR certification.

Hours of Training: 32 occupational training, 30 workforce preparation and soft skills

Hours of Basic Skills Training: 12

Integrated Education and Training Program Objectives:

- Provide participants the basic foundational skills necessary to obtain a position in the healthcare sector.
- Increase knowledge of medical terminology and skills awareness so that participants are more marketable to employers.

Fit 4 Basic Skills Objectives:

- Provide basic skills instruction in reading, writing, and math to students enrolled in the FIT 4 Healthcare training.

Intended Audience:

- CareerLink® customers and adult education students who are seeking information about the healthcare sector. Individuals who are looking for employment opportunities. Training would be appropriate for those at an Educational Functioning Level of High Intermediate ABE.

Assessment Tools:

Formative:

- Vocabulary check-ins
- Math skill reviews
- Participation in group activities

Summative:

- TABE® Survey 9/10

Developing Basic Skills Curriculum for an IET

Introduction to the Lesson Plan Layout: The lesson plan template was designed to capture objectives and activities of each lesson. The lesson plans reference both College and Career Readiness Standards and the Foundation Skills Framework.

Process of Developing the Curriculum:

- Met with occupational instructor on several occasions to discuss goals and objectives of the training.
- Reviewed class materials to determine the basic reading, writing, and math skills needed by the participants.
- Met with CareerLink® Instructor to discuss the workforce component.

Developing Basic Skills Curriculum for an IET

FIT 4 Advanced Manufacturing Basic Skills Lesson Plan Overview

Title: FIT 4 Advanced Manufacturing

Training Provider: Pennsylvania College of Technology Workforce Development and Continuing Education

Description of Occupational Training: FIT 4 Advanced Manufacturing is a foundational training designed to inform participants of the manufacturing sector. PA CareerLink® Lycoming County provides workshops to participants such as interview skills, application tips, and Word and Excel classes. A job fair or facility tour is scheduled as a culminating event. Participants earn a forklift certification or an OSHA 10 certification.

Hours of Training: 32 occupational training, 30 workforce preparation and soft skills

Hours of Basic Skills Training: 12

Integrated Education and Training Program Objectives:

- Provide participants the basic foundational skills needed to be successful in an entry level manufacturing position.
- Increase manufacturing knowledge and skills so that participants are more marketable to employers.
- Introduce TOOLINGU® as a workforce education tool.

FIT 4 Basic Skills Objectives:

- Provide basic skills instruction in reading, writing, and math to students enrolled in the FIT 4 Advanced Manufacturing training.

Intended Audience:

- CareerLink® customers and adult education students who are seeking information about the manufacturing sector. Individuals who are looking for employment opportunities. Training would be appropriate for those at an Educational Functioning Level of High Intermediate ABE.

Assessment Tools:

Formative:

- Vocabulary check-ins
- Answers to reading comprehension questions
- Student feedback

Developing Basic Skills Curriculum for an IET

Summative:

- TABE® Survey 9/10

Introduction to the Lesson Plan Layout: The lesson plan template was designed to capture objectives and activities of each lesson. The lesson plans reference both College and Career Readiness Standards and the Foundation Skills Framework.

Process of Developing the Curriculum:

- Observed current FIT 4 Advanced Manufacturing class to see flow of the lessons.
- Reviewed class syllabus, PowerPoint presentations and notes used by the occupational instructor.
- Met with occupational instructor on several occasions to determine crucial basic skills needed to be successful in the course.
- Met with CareerLink® instructor to discuss goals of the workforce component.
- Reviewed the WorkKeys® assessment and TOOLINGU® courseware sections that were assigned to class participants.

Developing Basic Skills Curriculum for an IET

Mechanical Components Basic Skills Lesson Plan Overview

Title: Mechanical Components, Mechanical Maintenance Level 1

Training Provider: Pennsylvania College of Technology Workforce Development and Continuing Education

Description of Occupational Training: This course is designed to fulfill requirements of the Electrical and Instrumentation Technician Curriculum of PMMI Certification, The Association of Packaging and Processing Technologies. This course is being offered in conjunction with a state approved apprenticeship in Columbia County.

Hours of Training: 144 for state apprenticeship, 60-80 if other offering

Hours of Basic Skills Training: 20

Integrated Education and Training Program Objectives:

- To give incumbent workers an opportunity to improve their skills to meet the needs of local manufactures.
- Skill areas include the assembly, test, startup, repair or upgrade of basic machinery models.

Basic Skills Objectives:

- To give participants the basic academic skills needed to be successful in the Level 1 Mechanical Maintenance course.
- Participants will practice study skills and test taking skills to successfully pass Level 1 of the U.S. Department of Labor and Manufacturers Institute's Skills Certification System.

Intended Audience:

Employees that hold entry level positions with local manufactures and are seeking to improve their skills to become industrial machinery mechanics, machinery maintenance workers, or millwrights. Entry level machine technicians generally need a high school diploma. Training would be appropriate for those functioning at Low Adult Secondary Education Level.

Assessment:

Formative:

- On-going skill and content assessments

Summative:

- TABE® Survey 9/10
- Certification exam

Developing Basic Skills Curriculum for an IET

Introduction to the Lesson Plan Layout: The lesson plan template was designed to capture objectives and activities of each lesson. The lesson plans reference both College and Career Readiness Standards and the Foundation Skills Framework.

Process of Developing the Curriculum

- Talked with instructor to learn about the course and its objectives.
- Observed videos of current class to see flow of lessons and style of presentation.
- Studied text to determine basic skills needed to build an assistive curriculum.
- Conducted research to gain familiarity of the trade.

**Tool #9
Lesson Plan Template**

Lesson Topic	
Objective(s)	
Length	

Foundation Skills Information

Basic Workplace Skills	Basic Employability	Basic Workplace Knowledge
___ Uses Technology	Demonstrates ___ Interpersonal relations	Applies Health and ___ Safety concepts
___ Observes Critically	Demonstrates Self ___ Management Strategies	Understands Process and ___ Product or Service
___ Listens with Understanding	___ Works in Teams	Demonstrates Quality ___ Consciousness
___ Speaks Clearly and Concisely	___ Solves Problems	___ Understands Finances
___ Writes Clearly & Concisely	___ Makes Decisions	Works within Organizational ___ Structure & Culture
___ Reads with Understanding		
___ Applies Mathematical Concepts And Operations		
___ Locates and Uses Resources		

CCRS (Anchor/ Standard/ Resource)	<u>Math</u>	<u>Reading</u>	<u>Writing</u>	<u>Language</u>

Materials Needed:	ABE	
	OST	
IET Single Set of Objectives Being Met		
Anticipatory Set		
Instructional Procedure		
Guided Practice		
Closure		

SECTION FIVE

Resources

Resource #1
IET Program Comparisons

State/ State's Initiative	PluggedInVA	Ohio Technical Centers	I-BEST, Washington state	I-BEST, Washington state
Name of Program	Workforce & Continuing Ed: Adult Education & GED®	Medical Programs: Certified Clinical Medical Assistant; medical office; pharmacy technician; nursing assistant; health care associate	Automotive Technology, Manufacturing, Welding	Medical Assistant
Program Location	Eastern Shore Community College	Columbiana County Career & Technical Center	Skagit Valley College	Big Bend Community College
Length of Program	Approximately 6 months	Program dependent: 2-4 academic semesters; 900 (certified clinical medical assistant) to 1230 hours (licensed practical nurse)	Micro-certificates 14-19 quarter credits; Full certificates: 32 credits; associate degree in technical arts: 6 academic quarters total, 108 quarter credits	Medical Assistant Certificate: 1 year; Associates Degree in Applied Science: 2 years (90 credits)
Occupational Sector	Business management; allied health; welding;	Healthcare (center also has welding; precision machine technology; fire fighter and EMT)	Manufacturing & production	Allied health
Instructional Integration	Partial	Partial	Dependent on CASAS score: higher levels more fully integrated than lower scores	Partial
Program Objectives	GED®; Career Readiness Certification (CRC); community college credits (12); digital literacy certificate; industry credential	GED®; State of Ohio Vocational Certificate; Nursing certificate	Pass the Washington State Building Officials welding tests; Welding Technology Certificate; option to obtain certification in other welding specialty	Achieving national certification through American Medical Technologists for Registered Medical Assistant status; option of earning certificate or associates degree
Assessments	GED® & Virginia Placement Tests	Compass/Accuplacer; WorkKeys;	CASAS	CASAS, Accuplacer
Basic skills course structures	basic skills courses meet 2.5-3 hours each class, 2x per week;	Separate courses for: basic skills; GED® prep; common assessment (advanced secondary education skills); introduction to health care sciences	Basic skills (“on-ramp”) courses preparing for workforce programs meet 2 to 4 times per week, 9.5 hours per week	Basic skills or “on-ramp” courses preparing for workforce programs meet 2 to 3 times per week, 6 hours each week;

Resource #2 For Further Reading

Further program information and resources on IET-related topics

Workforce Innovation and Opportunity Act

- Department of Labor’s page on WIOA: <https://www.doleta.gov/wioa/>
- U.S. Department of Education’s page on WIOA:
<http://www2.ed.gov/about/offices/list/ovae/pi/AdultEd/wioa-reauthorization.html>
- Department of Education’s Title II Overview:
<http://www2.ed.gov/about/offices/list/ovae/pi/AdultEd/wioa-overview.pdf>
- National Association of Workforce Boards’ WIOA page:
http://www.nawb.org/wioa_resources.asp
- PA’s Career Pathways & WIOA: <http://www.paadultedresources.org/career-pathways-resources-for-wioa-maps.html>

Contextualized Education

- “What is Contextualized Learning?” Center for Occupational Research and Development: <http://www.cord.org/contextual-learning-definition/>
- “Contextualizing Adult Education Instruction to Career Pathways”, a manual published through Santa Monica College and developed by Jobs for the Future, Literacyworld and Career Ladders Project:
<https://www.smc.edu/AcademicAffairs/Workforce/Documents/Career%20Ladders%20Project%202014/Section%205%20Resources/Contextualizing%20Adult%20Education%20Instruction%20Career%20Pathways.pdf>
- “Contextualized College Transition for Adult Basic Skills Students: Learning from Washington State’s I-BEST Program Model,” from Community College Research Center at Teachers College: <http://ccrc.tc.columbia.edu/publications/i-best-program-final-phase-report.html>

Career Pathways Resources

- Department of Labor’s Career Pathways Toolkit:
https://www.doleta.gov/usworkforce/pdf/career_pathways_toolkit.pdf
- Jobs for Future: <http://www.jff.org/>
- National Career Pathways Network: <http://www.ncpn.info/index.php>
- Office of Vocational & Adult Education: Manual for Integrating Adult Basic Education in Career Pathways: <https://lincs.ed.gov/publications/pdf/CareerPathwaysToolkit2011.pdf>

Developing Basic Skills Curriculum for an IET

- Pennsylvania Adult Education Resources: <http://www.paadultedresources.org/career-pathways.html>

IETs, General Information

- California Adult Education’s Research Brief on Integrated Education and Training: [http://www.calpro-online.org/documents/Integrated Education and Training \(IET\) 08142012.qxd.pdf](http://www.calpro-online.org/documents/Integrated%20Education%20and%20Training%20(IET)%2008142012.qxd.pdf)
- Center for Law and Social Policy (CLASP)’s Opportunities for Action Memo on IETs: www.clasp.org/resources-and-publications/publication-1/WIOA-IET-Model-Programs.pdf
- National Skills Coalition’s Integrated Education and Training Policy: 50 State Scan: <http://www.nationalskillscoalition.org/resources/publications/file/Integrated-Education-Training-Scan.pdf>
- Mortrude, J. (2017). *Integrated Education and Training: A Career Pathways Policy & Practice*. Center for Law and Social Policy (CLASP), <http://www.clasp.org/resources-and-publications/publication-1/Integrated-Education-and-Training-A-Career-Pathways-Policy-Practice.pdf>
- Nash, A. & Hewett, E. (2017). *Integrated Education and Training: Implementing Programs in Diverse Contexts*. National College Transition Network. http://www.collegetransition.org/docs/IET_Guide.pdf

IETs, Example Programs

- **Accelerate Texas:**
<http://www.theccb.state.tx.us/files//dmfile/ATXoverview102313.pdf>
- **Accelerating Opportunity Kansas:**
http://www.kansasregents.org/workforce_development/accelerating-opportunity-kansas
- **I-BEST:**
 - I-BEST Home Page from Washington State Board for Community and Technical Colleges: <http://www.sbctc.edu/colleges-staff/programs-services/i-best/>
 - Teachers College’s Report on I-BEST models: <http://ccrc.tc.columbia.edu/media/k2/attachments/how-i-best-works-findings.pdf>
- **Instituto del Progreso Latino’s Carreras en Salud (Careers in Health):**
 - Program Home: <http://www.institutochicago.org/>
 - Career Pathways: http://www.institutochicago.org/apps/pages/index.jsp?uREC_ID=372463&type=d&pREC_ID=837900

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- **Minnesota RISE:**
<http://literacyactionnetwork.org/sites/default/files/Minnesota%20FastTrac%20Handout.pdf>
- **PluggedInVA:**
 - Program home: <http://www.pluggedinva.com/>
 - Curriculum Framework:
<http://www.pluggedinva.com/wpcontent/uploads/2014/09/CurriculumFramework.pdf>
- **WATCH:**
 - Program Home:
<https://www.csiu.org/index.cfm?pageid=572&programid=271&programpageid=422>
 - Yes to Future Program:
https://www.csiu.org/providers/222/_public/WATCH/Publications/yes_fact_sheet.pdf
- **Wisconsin RISE:**
 - Career Pathways:
http://risepartnership.org/Media/Default/pdf/rise_career_pathways_definitions_2011-03-16.pdf
 - List of Career Pathways and The Technical College Offerings:
http://risepartnership.org/Media/Default/pdf/Adult_Career_Pathways_Master_File,%20May%202012.pdf
 - Samples of Career Pathway Course Planning:
http://risepartnership.org/Media/Default/PowerPoints/Pathway_Design_Examples.pptx

Resource #3
Foundational Skills Framework (FSF) Checklist

Use this checklist to assess which workforce preparation skills you currently address and should address for the IET program.

<i>Use this checklist to assess which workforce preparation skills you currently address and should address for the IET program.</i>	Are these skills required to succeed in the OST or the job?	Who will address these skills in the IET program?
BASIC WORKPLACE SKILLS		
Reads with understanding		
Listens with understanding		
Writes clearly & concisely		
Speaks clearly & concisely		
Applies math operations and reasoning		
Uses technology		
Locates & uses resources		
Observes critically		
BASIC EMPLOYABILITY SKILLS		
Demonstrates effective interpersonal skills		
Demonstrates self-management strategies		
Works in teams		
Solves problems		
Makes decisions		
BASIC WORKPLACE KNOWLEDGE		
Applies health & safety concepts		
Understands process & product		
Demonstrates quality consciousness		
Works in organizational structure/culture		
Understands finances		
LIFELONG LEARNING SKILLS		
Knows how to learn		
Applies skills in new contexts		
Manages change		

Resource #4
IET Implementation and Communication Plan

Task	People Responsible	Estimated Completion Date	Completion Date	Notes
Planning				
Identify potential local occupational sectors with growing employment potential				
Contact employers & identify gaps in training needs & services offered				
Identify occupational courses/career pathways that might be considered for an IET				
Identify the target population, determine if an IET is appropriate to meet this populations' needs				
Identify potential partners/funders				
Meet with and discuss program with potential partners: Define partnership, common goals & objectives, roles, responsibilities, resource & work allocation, process for communication, progress updates & evaluation				
Identify program personnel: occupational skills instructors, basic skills instructors, program and support staff				
Outline data collection process/tools for on-going program evaluation				
Creating Curriculum				
Set specific expectations for basic skills, ESL, & occupational skills instructor collaboration over time				
Determine objectives and content for occupational skills component of the IET				

Developing Basic Skills Curriculum for an IET

Task	People Responsible	Estimated Completion Date	Completion Date	Notes
Identify workforce preparation goals & activities				
Outline corresponding basic skills/ESL content for successful development of transferrable knowledge & understanding of occupational workforce preparation skills				
Create objectives for basic skills, ESL, & workforce preparation components				
Determine single set of learning objectives & competencies for the IET (OST>basic skills>workforce prep)				
Create syllabus for the basic skills/ESL component; include workforce preparation activities & address the IET's single set of learning objectives & competencies				
Compile lesson plans for basic skills/ESL component				
Creating Enrollment Process				
Schedule IET				
Outline admission & enrollment criteria for students (include basic skills/ESL thresholds & pre-requisites)				
Develop admissions & other student forms/paperwork as needed				
Create & schedule new student orientation				
Develop recruitment plan				
Develop plan for tracking student progress & providing student advising/career counseling				

Developing Basic Skills Curriculum for an IET

Task	People Responsible	Estimated Completion Date	Completion Date	Notes
Implementation				
Schedule initial orientation				
Implement recruitment plan for orientation				
Start IET				
Devise & oversee professional development plans for instructors (as appropriate/needed)				
Collect program/IET data				
Provide instructor/staff feedback				
Track allocation of program resources				
Identify and outline processes for accessing support services (including disability screenings)				
Other:				

SECTION SIX

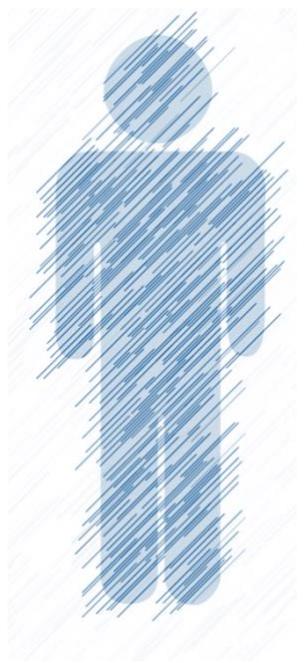
Tools

Tool #1 Describing the Target Population

KEY QUESTIONS

- Who is the target population?
- What are their basic skill needs?
- What is their formal educational background?
- What are their language needs (i.e., are they non-native speakers of English)?
- Other important characteristics?

Notes on Potential New Students



Tool #2
Examining the Targeted Course

OST Course/Career Pathway		
What jobs are associated with the OST?		
Certifications associated with training		
Are certifications employer recognized?		
Pre-Requisites	Basic Skills Threshold	
	Language Requirement	
	Experience in Field or Occupational Skill Threshold	
	Educational Credential	
Exit Criteria/ Competencies Required	Testing/Assessment (Final test, placement test score, etc.)	
	Performance Verification (Reading a blueprint, measuring a pipe, writing incident reports, etc.)	
	Credentialing Completed	

Assessing Course Appropriateness: Will the target population be able to successfully complete this course in the allotted time with basic skills support?	YES	NO	UNSURE
Rationale & Notes:			

Tool #3 Identifying Basic Skills Content

Occupational Skills Training		Adult Basic Education/ESL
Unit/Lesson/Page	Content Knowledge Needed	Basic Skills or ESL Needed* <i>*All skill areas may not need to be addressed*</i>
		Math:
		Reading/Writing/Language:
		Workforce prep:
		Math:
		Reading/Writing/Language:
		Workforce prep:
		Math:
		Reading/Writing/Language:
		Workforce prep:
		Math:
		Reading/Writing/Language:
		Workforce prep:

Tool #4
Finding Contextualized Content

STEP 1		STEP 2	
Occupational Skills Training		Adult Basic Education/ESL	
Unit/ Lesson/ Page	Content Knowledge Needed	Basic Skills or ESL Needed* <i>*All skill areas may not need to be addressed*</i>	Contextualized Activity
		Math: Reading/Writing/Language: Workforce prep:	
		Math: Reading/Writing/Language: Workforce prep:	
		Math: Reading/Writing/Language: Workforce prep:	

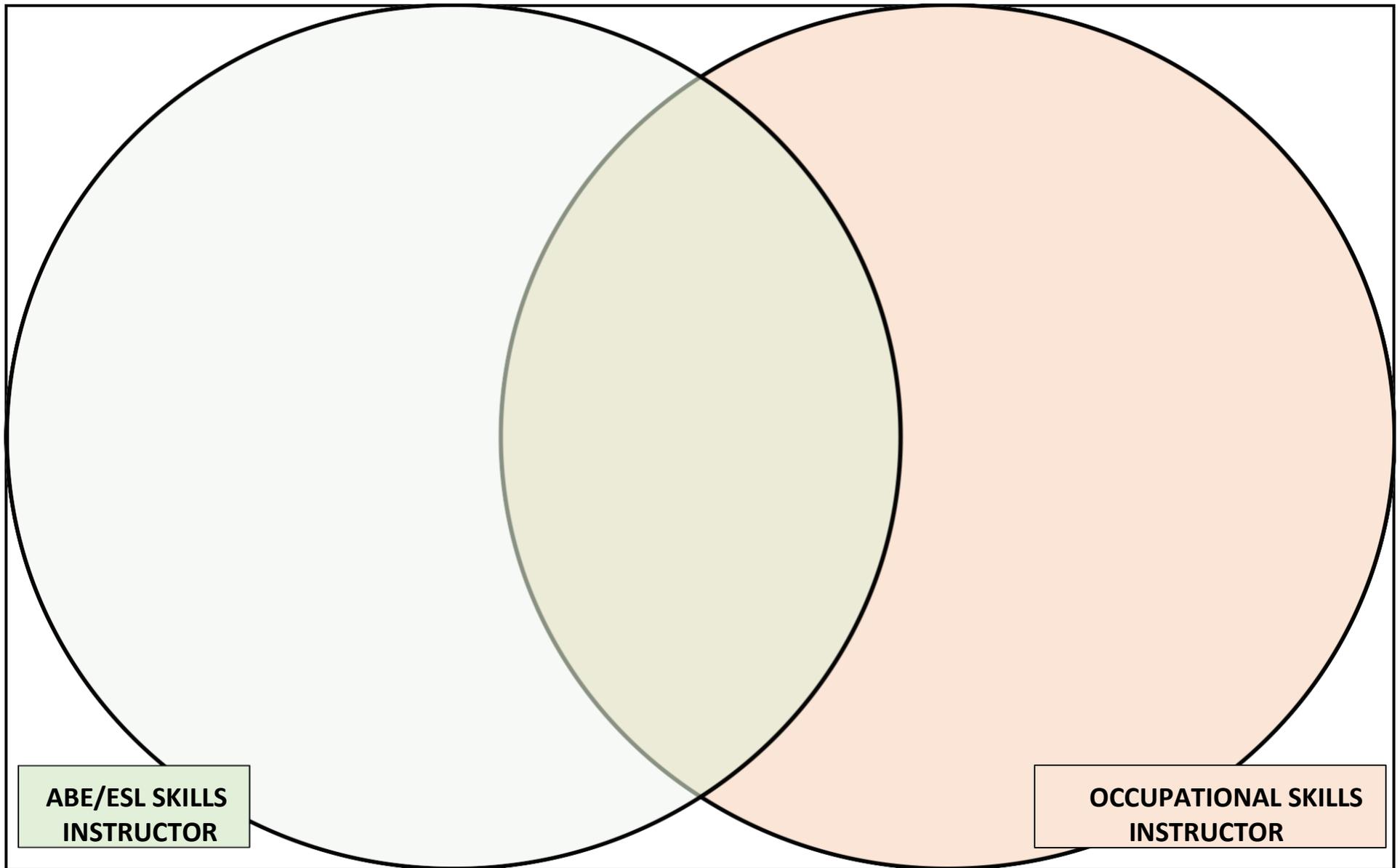
**Tool #5
Class Structure**

Length <i>(6-week; 8-week; semester; etc.)</i>	ABE/ESL	OST
Amount of instructional time		
Location of instruction		
Instructor		
Number of sessions each week		
Number of hours for each session		

Other notes (e.g., distance learning, support services)

Tool #6: Coordinating Instruction

INSTRUCTIONAL PLANNING:

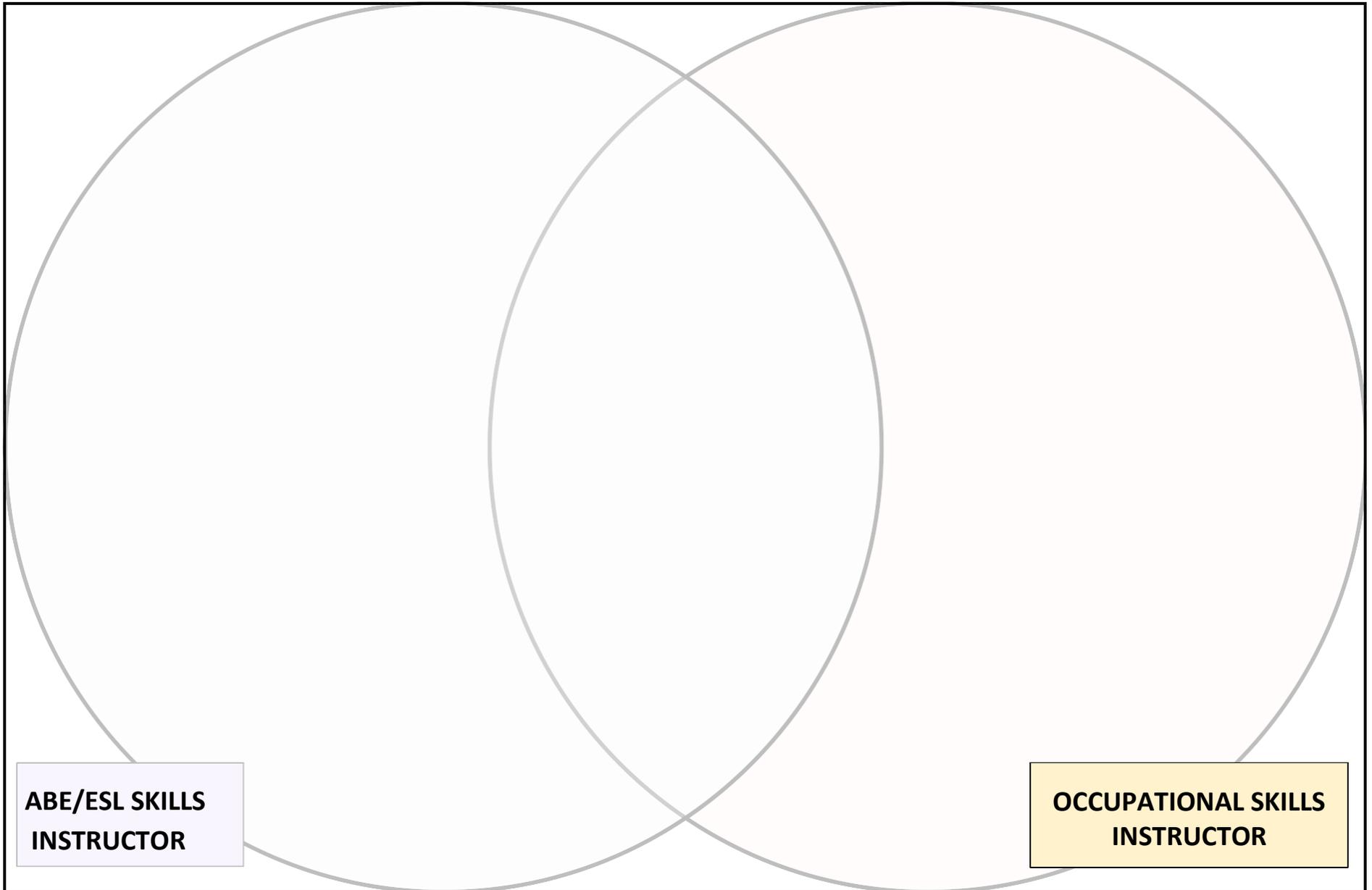


**ABE/ESL SKILLS
INSTRUCTOR**

**OCCUPATIONAL SKILLS
INSTRUCTOR**

Tool #6: Coordinating Instruction (cont.)

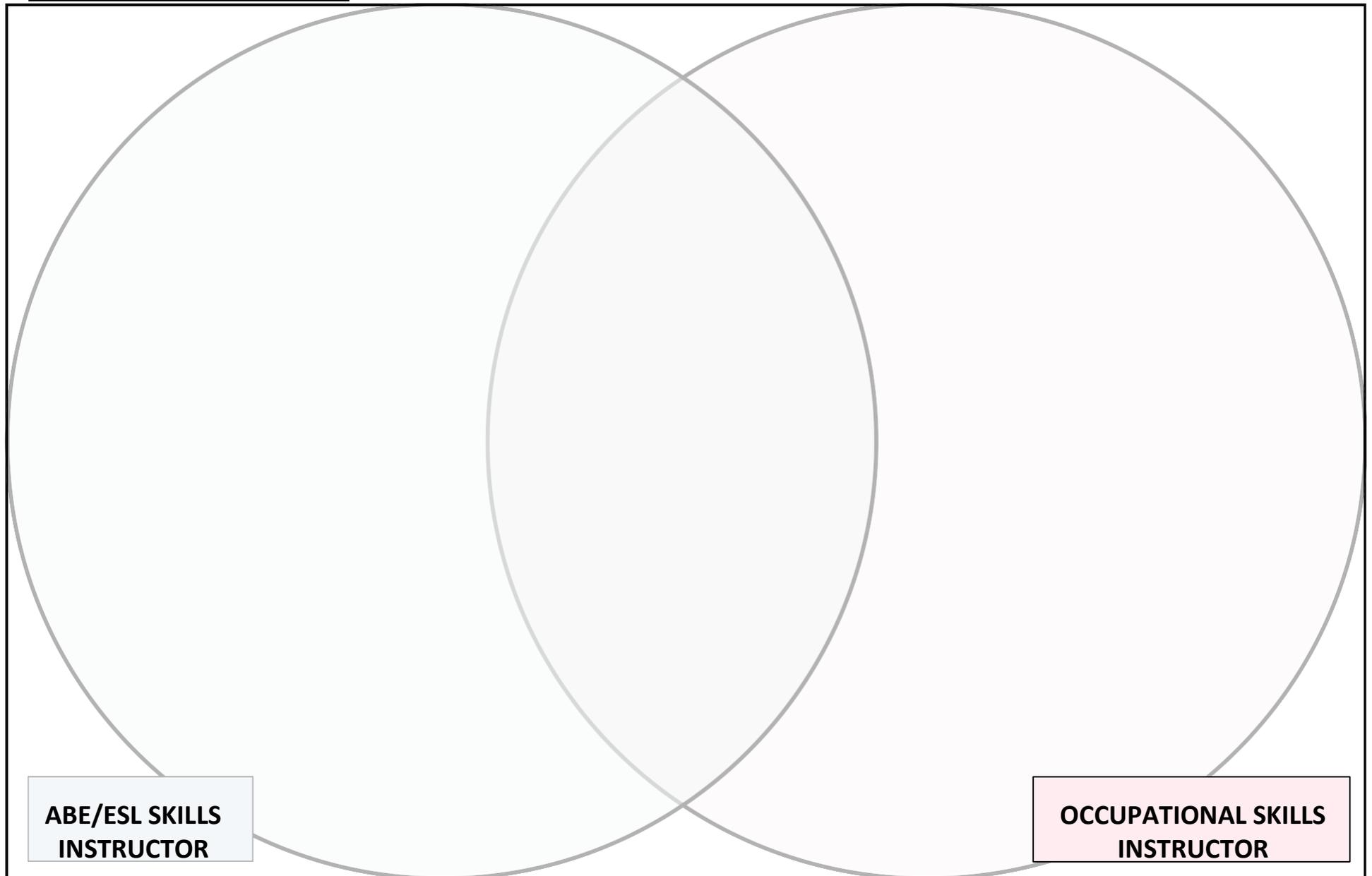
CLASS INSTRUCTION:



**ABE/ESL SKILLS
INSTRUCTOR**

**OCCUPATIONAL SKILLS
INSTRUCTOR**

ASSESSMENTS & GRADING:



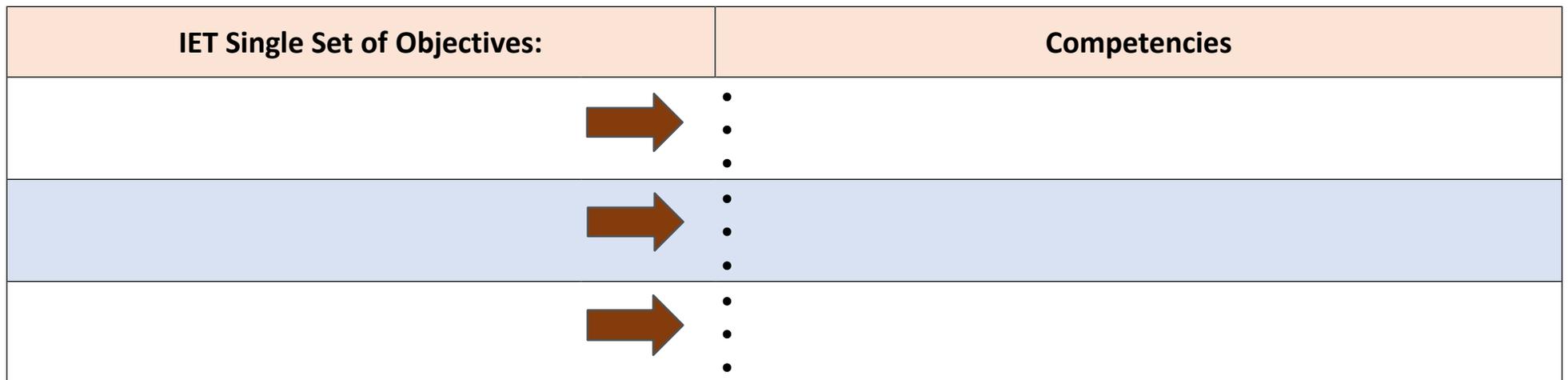
**ABE/ESL SKILLS
INSTRUCTOR**

**OCCUPATIONAL SKILLS
INSTRUCTOR**

Tool #7

Determining the IET Single Set of Learning Objectives and Competencies and Creating the IET Syllabi

Week #:	OST Content & Objectives	Basic Skills/ESL Content & Objectives	Workforce Prep Activity	Basic Skills/ESL Resources & Activities	Basic Skills/ESL Assessments



Tool #8
ABE Curriculum Development Timeline

IET Name: _____

Start Date of IET: _____

Task	Date Due	Person(s) Responsible	Comments

Developing Basic Skills Curriculum for an IET

Tool #9
Lesson Plan Template

Lesson Topic	
Objective(s)	
Length	

Foundation Skills Information

Basic Workplace Skills	Basic Employability	Basic Workplace Knowledge
____ Uses Technology	____ Demonstrates Interpersonal relations	____ Applies Health and Safety concepts
____ Observes Critically	____ Demonstrates Self Management Strategies	____ Understands Process and Product or Service
____ Listens with Understanding	____ Works in Teams	____ Demonstrates Quality Consciousness
____ Speaks Clearly and Concisely	____ Solves Problems	____ Understands Finances
____ Reads with Understanding	____ Makes Decisions	____ Works within Organizational Structure & Culture
____ Writes Clearly & Concisely		
____ Applies Mathematical Concepts And Operations		
____ Locates and Uses Resources		

CCRS (Anchor/ Standard/ Resource)	Math	Reading	Writing	Language

Materials Needed:	ABE	
	OST	
IET Single Set of Objectives Being Met		
Anticipatory Set		
Instructional Procedure		
Guided Practice		
Closure		

Developing Basic Skills Curriculum for an IET

Notes: