Pathways to Success

Jeffrey A. Fantine, Ph.D.

Creating IET Courses for Small/Rural Programs

WyLLA
Wyoming Lifelong Learning Association

WY Adult Education
Summer Institute
August 10, 2023

Jeffrey A. Fantine, Ph.D.

➢ **Nearly 35 years in Adult Education**

➢ **Former:**

- **Instructor/Director of Local Adult Education Program**
- **Director, Adult Education Professional Development Center (Ohio)**
- **State Director of Adult Education (Maine)**
- **Director of OCTAE's National Career Pathways Project**
- **COABE Vice President**
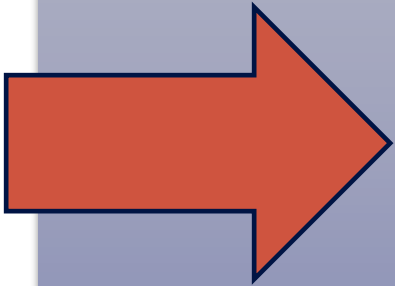- **NCL Vice President and AALPD Chair**

➢ **Current:**

- **Professor of Adult Education Graduate Studies at OSU**
- **National Consultant/Trainer**

  Adult Education – Workforce Development – Career Pathways

THE CHALLENGE

How do we create and deliver IET courses:

In small or rural programs with limited staff, students and resources for all of the student populations we serve in adult education?

????

Opening Circle

Why is it challenging to create and deliver IET programs in small and/or rural programs?

Career Pathways Instruction

Instructional Component in Career Pathways Model

1 **ABE and ESOL Instruction**

- **Academic Skills**
- **Defined by CCR Standards**
- **Integrate Workforce Preparation – Soft Skills**
- **Integrate Career and Life Application – Contextualization (sometimes this is in form of job training and should be driven by LMI)**

70 - 95%

2 **IET Programs**

- **Integrated Education and Training (ABE/ESOL Instruction concurrent with Formal Job Training)**
- **Integrate Workforce Preparation – Soft Skills**
- **Should be driven by LMI**
- **Earn a Certificate**

5 - 30%

Career Pathways Instruction

Organize Services in a College and Career Context

Skills Track
- Lower Level (0-5)
- Focus on Basic Skills
- Contextualized Lessons
- Integrate Employability Skills

Employment Track
- Middle Level
- Focus on Job Training
- Include IET Programming
- Contextualized Lessons
- Integrate Employability Skills
- Job Exposure Opportunities
- Credential Attainment

College Prep Track
- ASE Level
- Focus on Mastering Basic Skills
- College Prep Activities: Tour, Financial Aid, Academic Assistance, Advising and Transition
- Dual Enrollment

Career Pathways Instruction

Developing Contextualized Instruction

1 AS A DIRECTOR

- Require lessons that focus on academic skills as defined by CCR or ELP Standards

- Require lessons that integrate workforce preparation – soft skills

- Require lessons that integrate career and life application – contextualization

2 AS A TEACHER

- Determine academic skills you will address in a term or unit

- Create lessons that integrate academic skills and soft skills (workforce preparation)

- Include activities that require students to apply skills to career and life - contextualization

Consider Problem- or Project- Based Learning.

Career Pathways Instruction

WAYS TO DELIVER IET PROGRAMS

IBEST
Integrated Basic Education & Training

- Requires Team Teaching (ABE and Training)

- Varying Teaming Models

DUAL ENROLLMENT

- Students Participate in ABE and Take Post-Secondary Classes

- Can be a partnership with CTE or Post-Secondary Institution

EMPLOYER TRAINING

- Providing ABE Services on the job site or for a particular employer while employer provides job training

Career Pathways Instruction

Developing IET Programs

1 AS A DIRECTOR

- Determine what IET program is needed in your program

- Connect with a partner to provide the job training

- Identify how it will be funded

- Create a plan for the development and execution of the IET program

- Promote program and enroll students

2 AS AN ABE TEACHER

- Work with the instructor who is delivering the job training to develop course objectives and outline

- Develop curriculum that integrates academic skills and workforce preparation

- Build in contextualized activities directly connected to the job training

- Promote program and enroll students
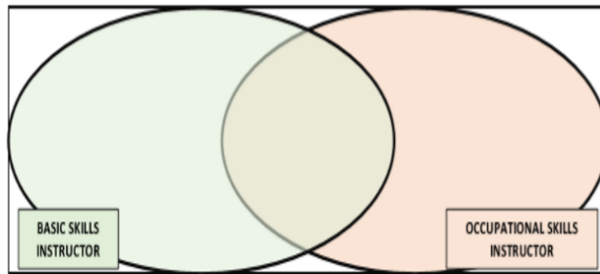
Career Pathways Instruction

Developing IET curriculum:

https://sites.psu.edu/pathwaystoemployment/files/2017/09/IET-Guide_FINAL_U.ED-EDU-17-48-no-page-on-tools-p7rrm7.pdf

COURSE PLANNING:

BASIC SKILLS INSTRUCTOR

OCCUPATIONAL SKILLS INSTRUCTOR

Developing Basic Skills Curriculum for an IET

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 skill(s) that need(s) to be included in the adult basic education curriculum.

Occupational Skills Training		Adult Basic Education
Unit/Lesson/Page	Content Knowledge Needed	Basic Skills Needed* *All 4 skill areas may not need to be addressed*
		Math:
		Reading:
		Writing:
		Workforce prep:
		Math:
		Reading:
		Writing:
		Workforce prep:
		Math:
		Reading:
		Writing:
		Workforce prep:
		Math:
		Reading:
		Writing:
		Workforce prep:

Identify training objectives for the course and develop a set of integrated unit plans

Integrated Unit Learning Objectives -

**This planning tool was developed by the IMPAQ-Maher & Maher-Safal Partners team as part of a technical assistance project funded by the U.S. Department of Education, Office of Career, Technical and Adult Education

Do this for each "unit" (maybe each week) of training.

Unit 1 Integrated Unit Learning Objective (Weeks 1-2): *Students will develop reading, writing, communication, and digital literacy skills as they complete their OSHA 10 for Construction Industries training. Students will also explain the role of goal setting, time management, and a positive attitude as part of an effective career plan.*

5

Occupational Skills Training	Adult Education Content Standard(s)	Adult Basic Education Skills	Workforce Preparation Skills
Complete OSHA 10 safety course	***W.4.6*** *– Use technology to produce/publish writing and to interact and collaborate with others.* ***W.4.2*** *– Write information and explanatory texts to examine a topic and convey ideas and information clearly* ***RI.5.8*** *– Explain how author uses reasons and evidence to support points.* ***RI.6.7*** *– Integrate information presented in formats*	*Become familiar with Google classroom, learn how to complete and submit assignments.* *Apply new ideas* *Identify cause and effect Relationships* *Make inferences from statistical* *Compose and email*	*Describe how attitudes shape behavior and form the bases of perception of others.* *Develop plans for reaching goals.* *Relate the importance of people skills to success in the workplace*

1   2   3   4

Unit Plans become a Curriculum Map

Unit 1 Integrated Unit Learning Objective (Weeks 1-2): *Students will develop reading, writing, communication, and digital literacy skills as they complete their OSHA 10 for Construction Industries training. Students will also explain the role of goal setting, time management, and a positive attitude as part of an effective career plan.*

Occupational Skills Training	Adult Education Content Standard(s)	Adult Basic Education Skills	Workforce Preparation Skills
Complete OSHA 10 safety course	***W.4.6*** – *Use technology to produce/publish writing and to interact and collaborate with others.* ***W.4.2*** – *Write information and explanatory texts to examine a topic and convey ideas and information clearly* ***RI.5.8*** – *Explain how author uses reasons and evidence to support points.* ***RI.6.7*** – *Integrate information presented in different media formats*	*Become familiar with Google classroom, learn how to complete and submit assignments.* *Apply new ideas* *Identify cause and effect Relationships* *Make inferences from statistical data* *Compose a letter/email*	*Describe how attitudes shape behavior and form the bases of perception of others.* *Develop plans for reaching goals.* *Relate the importance of people skills to success in the workplace*

Carpentry Pre-Apprenticeship / ABE
IET Curriculum Map
2020-2021

DAY	CLASS	TIME	LESSON	Focus Subject	Standards
Week 1	OSHA Safety Training	Day 1	Students will tour the IKORCC Training facility, meet with union representatives, and begin OSHA 10 for Construction Industry taught by the IKORCC safety instructor.	Workforce Training	
	OSHA Safety Training	Day 2	Safety training will continue at the IKORCC Training facility	Workforce Training	
Week 2	OSHA Safety Training	Day 1	Students will complete OSHA 10 safety training	Workforce Training	
	ABE	Day 2	Introduction to Google Classroom One Trade Many Careers Chapter One • Read the chapter and answer the chapter check question in Google Classroom. Paragraph structure • Review topic sentence and supporting details • Write a paragraph response to the question "Which of your values do you think is most important in defining who you are?" Math for the Trades • Complete chapter 1 general math operations	Digital Lit. Workforce Prep Reading Writing Math	W.4.6 R.I.58 R.I. 6.7 W.4.2 3.NBT.1-3

Unit Plans Become a Curriculum Map

Unit 2 Integrated Unit Learning Objective: (Week 3) *Students will practice and develop the basic metal framing skills they learn from reading the text, interpreting diagrams, following directions, and watching demonstrations. Students will also observe their own learning preferences and begin to understand what employers will expect of them in the carpentry field.*

Occupational Skills Training	Adult Education Content Standard(s)	Adult Basic Education Skills	Workforce Preparation Skills
Chapter 1 – Metal Framing Terminology and Tools *Review metal framing terminology, identification of components, and safety with students. Demonstrate tools and fasteners. Show safe metal cutting techniques using aviation snips*	*RST.6-8.7 – Integrate information presented in different formats (charts, graphs, diagrams. . .)* *RI.4.3 – Explain events, procedures, ideas, or concepts in a scientific or technical text.* *RI.5.4 – Determine the meaning of general academic and domain-specific words.*	*Read/interpret diagrams* *Understand sequence* *Develop domain-specific vocabulary*	*Recognize learning preferences and decision-making styles.* *Identify skills and attitudes employers expect of employees*

Week 3	ABE	Day 1	One Trade, Many Careers Chapter 2 • Read the chapter and answer the chapter check question in Google Classroom. • Interview a classmate to find out how he/she makes decisions. Discuss why the classmate uses this method. Are there any drawbacks to this method? Present a short oral report to the class about what we learned. Math for the Trades chapter 2 – Review and practice fraction basics/adding and subtracting fractions	Workforce Prep Reading Speaking and listening Math	SL.5.1 3.NF.2-3
	ABE	Day 2	One Trade, Many Careers Chapter 2 – continued • Review steps to good decision making and discuss the application of that process to career choices. • Review time/order words and write the decision-making process as step-by-step directions. Math for the Trades chapter 2 continued– Adding and subtracting with mixed numbers. Measuring length, width, and thickness.	Workforce Prep Reading Writing Math	RI.4.3; RI.6-8.7 W.4.2
	CP-A		Chapter 1 – Metal Framing Terminology and Tools • Review metal framing terminology • Identify components of metal framed structures • Review safety • Demonstrate tools and fasteners • Demonstrate safe metal cutting texhniques using aviation snips		RST.6-8.7 RI.5.4

HVAC / ABE

IET Curriculum Map

2018-2019

DAY	CLASS	TIME	LESSON	Focus Subject	Standards
WEEK 1	ABE				
	HVAC	Day 1			
	HVAC	Day 2			
Week 2	ABE				
	HVAC	Day 1			
	HVAC	Day 2			

1. Create a template that works well with the class format.
➢ You can use this same template for later courses.

Week 1	ABE				
	HVAC	Day 1	Basic Refrigeration System - What is A/C refrigeration? Major components Lines – hot gas, liquid, suction Metering devices *Disassemble a unit and identify components		
	HVAC	Day 2	Pressure/Temperature Charts Gauges: low side, high side, compound Lab practice using gauges		
Week 2	ABE				
	HVAC	Day 1	Review Components/Pressures Air movement Refrigeration Cycle Bring Your A Game to Work – Attitude and Attendance lessons		
	HVAC	Day 2	Application of Pressure, States and Conditions Page 11 - 14		

2. Add the training content.

➤ This can be supplied by the trade instructor, or you can create it yourself using the selected textbook or certification study guide.

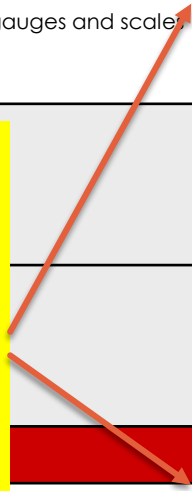|					
Week 1	ABE		Vocabulary, reading strategies/study skills Forces; Compression (cross curricular connections) Meaning of prefixes (super, sub, dis) Review basic operations, temperature (plus and minus), reading round gauges and sc...		
	HVAC	Day 1	Basic Refrigeration System - What is A/C refrigeration? Major components Lines – hot gas, liquid, suction Metering devices *Disassemble a unit and identify components		
	HVAC	Day 2	Pressure/Temperature Charts Gauges: low side, high side, compound Lab practice using gauges		
Week 2	ABE		States of Matter/Water Cycle Write two paragraphs explaining the meaning of saturation and compression and examples of ways (in HVAC and other areas) the words can be used Reading Tables, graphs, and charts Fractions, decimals, percent		
	HVAC	Day 1	Review Components/Pressures Air movement Refrigeration Cycle Bring Your A Game to Work – Attitude and Attendance lessons		
	HVAC	Day 2	Application of Pressure, States and Conditions Page 11 - 14		

3. Add ABE content that supports the content of the training.

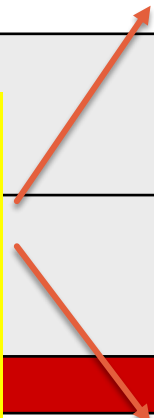|					
Week 1	ABE		Vocabulary, reading strategies/study skills Forces; Compression (cross curricular connections) Meaning of prefixes (super, sub, dis) Review basic operations, temperature (plus and minus), reading round gauges and scales	Vocabulary/ Reading Science Language Math	
	HVAC	Day 1	Basic Refrigeration System – What is A/C refrigeration? Major components Lines – Metering *Disassemble		
	HVAC	Day 2	Pressure Gauges Lab pro		
Week 2	ABE		States of Write two examples Reading Fractions	Science Language Reading Math	
	HVAC	Day 1	Review Components/Pressures Air movement Refrigeration Cycle Bring Your A Game to Work – Attitude and Attendance lessons		
	HVAC	Day 2	Application of Pressure, States and Conditions Page 11 - 14		

4. Make it easy to see which subject areas are being covered.
➤ Make sure to include sufficient employability content.

Week 1	ABE		Vocabulary, reading strategies/study skills Forces; Compression (cross curricular connections) Meaning of prefixes (super, sub, dis) Review basic operations, temperature (plus and minus), reading round gauges and scales	Vocabulary/ Reading Science Language Math	RI/RL.6.4 R.ST.11-12 4.NF.2
	HVAC	Day 1	Basic Refrigeration System - What is A/C refrigeration? Major components Lines – hot gas, liquid, suction Metering devices *Disassemble a unit and identify compon		
	HVAC	Day 2	Pressure/Temperature Charts Gauges: low side, high side, compound Lab practice using gauges		
Week 2	ABE		States of Matter/Water Cycle Write two paragraphs explaining the meaning of saturation and compression and examples of ways (in HVAC and other areas) the words can be used Reading Tables, graphs, and charts Fractions, decimals, percent	Science Language Reading Math	RST.9-10.4 W.5.4 4.NF.3
	HVAC	Day 1	Review Components/Pressures Air movement Refrigeration Cycle Bring Your A Game to Work – Attitude and Attendance lessons		
	HVAC	Day 2	Application of Pressure, States and Conditions Page 11 - 14		

5. Add College and Career Readiness Standards.

Week 1	ABE		Vocabulary, reading strategies/study skills Forces; Compression (cross curricular connections) Meaning of prefixes (super, sub, dis) Review basic operations, temperature (plus and minus), reading round gauges and scales Introduce ELL students to Burlington English HVAC-R	Vocabulary/ Reading Science Language Math IELCE Language	RI/RL.6.4 R.ST.11-12 4.NF.2
	HVAC	Day 1	Basic Refrigeration System - What is A/C refrigeration? Major components Lines – hot gas, liquid, suction Metering devices *Disassemble a unit and identify components		
	HVAC	Day 2	Pressure/Temperature Charts Gauges: low side, high side, compound Lab practice using gauges		

6. Add language, government, and civics content if you want to use the course for IELCE

Week 2	ABE		States of Matter/Water Cycle Write two paragraphs explaining the meaning of saturation and compression and examples of ways (in HVAC and other areas) the words can be used Reading Tables, graphs, and charts Fractions, decimals, percent U.S. Government – involvement in environment protection, regulation and sales restrictions, transportation regulations	Language Reading Math IELCE Government	W.5.4 4.NF.3
	HVAC	Day 1	Review Components/Pressures Air movement Refrigeration Cycle Bring Your A Game to Work – Attitude and Attendance lessons		
	HVAC	Day 2	Application of Pressure, States and Conditions Page 11 - 14		

Create a course overview with one set of objectives for both training and ABE

CENTRAL NINE ADULT EDUCATION

OSHA 10 for English Language Learners

Course Objective: To prepare for a career in the construction industry.

Course Description: This course will prepare English language learners to obtain the OSHA 10 safety certification. At the same time, it will help immigrant students improve their English vocabularies and employment opportunities by improving their reading, writing, and math skills as well as their knowledge of U.S. history and civics. During this course, students will:

- Complete 10 hours of training on OSHA safety standards through Career Safe online
- Learn vocabulary specific to the construction trades and their safety as workers in that industry
- Improve basic reading, writing, and math skills in preparation for the TASC high school equivalency exam
- Increase knowledge of U.S. history and civics in preparation for citizenship
- Increase understanding of workplace communication and relationship skills
- Practice job search skills

Pre-requisite: None

Materials needed: All materials will be supplied. Access to a computer and internet at home is helpful; however, students will be allowed sufficient time in the school's computer lab to complete assignments.

Because you took the time to develop **Integrated Unit Learning Objectives** for each unit of your training, this document will be much easier to create.
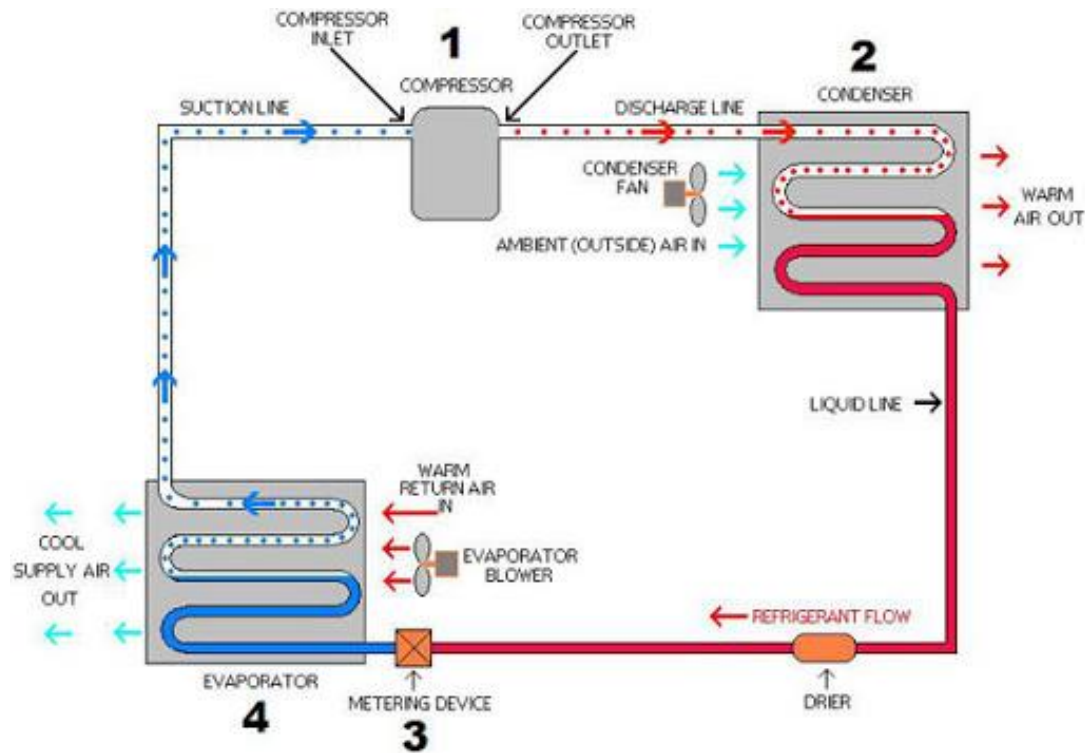
Time to practice!

CREATE AN INTEGRATED UNIT PLAN

Begin With a Training Objective

Objective: Students will demonstrate understanding of refrigeration cycle by correctly labeling a basic diagram and explaining the process in writing as a series of steps.

ASK YOURSELF: What foundational concepts and skills do students need to successfully complete this objective?

- Vocabulary

- Reading skills – read and interpret diagrams

- Writing skills – explain a process, use time/order words

- Understanding of physical science concepts such as

    - Evaporation and condensation

    - States and properties of matter (especially liquids and gasses)

    - Relationship between temperature and pressure

    - Concept of heat energy

    - Concept of a cycle

IET in a small and/or rural program:

Uniontown, PA

The local adult education program initiated a partnership with the Fitness Loft in rural southwestern Pennsylvania. The goal of the partnership is to utilize the community space at The Fitness Loft to conduct community classes in ESL. Integrated in the ESL class is the job training knowledge required for a fitness certification given in tandem by The Fitness Loft and South-Western City Schools. The certification would document that a student successfully completed the course, has had experience speaking and learning English and obtained a intermediate level of understanding and fluency, and has also had basic training in the fitness industry relative to entry level fitness employability skills.

IET in a small and/or rural program:

Gallup, New Mexico

LMI information indicated that food prep/servers and maintenance/repair workers were two occupations with the most annual projected openings in this area over the next five years; thus, they decided to pursue job shadowing opportunities in these occupational areas. In this school district (one of the largest employers in this rural community) they struggles to fill positions in food service and maintenance/custodial areas, so they thought this would be a good avenue to offer their students both job shadowing opportunities and IET courses for students who meet certain criteria. The school district agreed and now provide their students job shadowing and education and training in food services (ServSafe and Food Handler Certificates) and janitorial/maintenance (Janitor and Building Maintenance Technician Certificates). They also give hiring priority to these students for job openings in the school district.
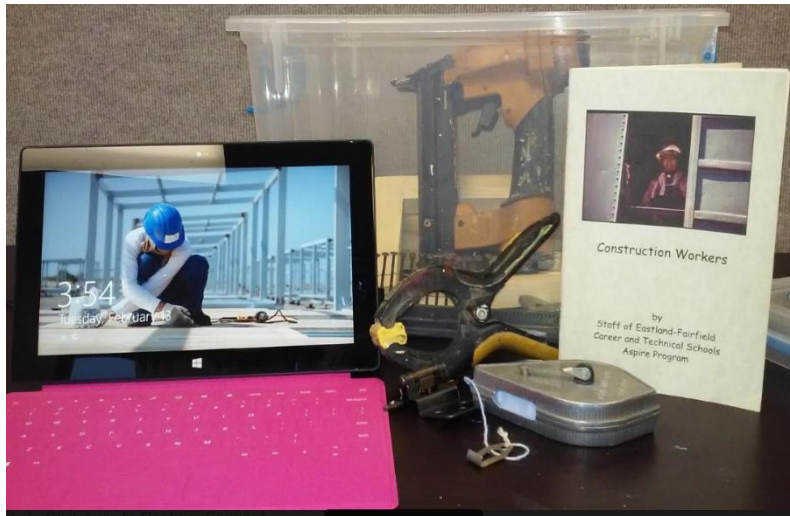
IET in a small and/or rural program:
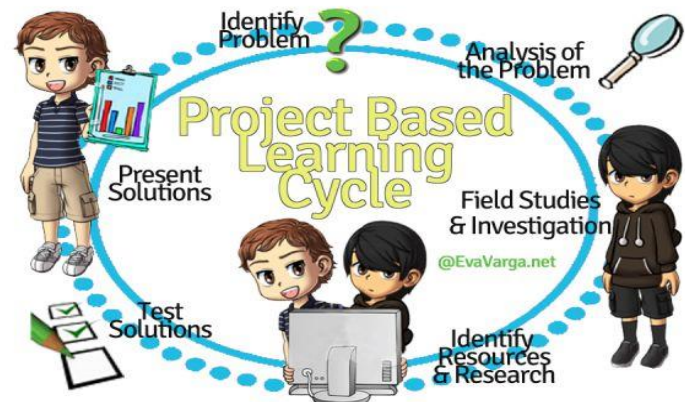
Lancaster, OH

Eastland-Fairfield Career and Technical Center's IET in a Box project: they developed job training and certification manuals for certain in-demand occupations. The students work on their own or in groups on completing their certification while they are attending adult education classes. They currently have 9 IET in a Box courses and plan to develop more.

IET in a small and/or rural program:

Lecompton, KS

They are implementing Project-Based Learning throughout their instruction. Teachers develop lesson plans aligned to the CCR standards and students are grouped according to occupational interest and complete a project that was created by a training professional in that occupation and the students must complete the project (training program) in order to achieve their certificate. They currently offer the following certificates: General Office, Financial Planning, Computer Technician, Nursing Assistant and Energy Auditor. and are given problems to solve in a particular career cluster or projects to solve/create. They hope to develop more, but implementing PBL as a way to offer IET has brought more energy and active engaged learning into their classrooms.

IET in a small and/or rural program:

Southeastern Ohio

All of the programs in southeastern Ohio are small, rural programs. It's nearly impossible to implement a successful IET course for a variety of factors. That is why all of the programs came together to develop a regional approach to IET programming. Each program picks one or two IET courses to focus on and ALL of the programs in the region send students to that program's IET course. The state allows us to share outcomes for these students. Now, all of the IET courses we now conduct in the region have the necessary resources and enrollment numbers to happen and be successful.

Pick your training program of interest and contact the school directly for more information.

CAREER FIELD	CREDENTIAL(S) EARNED AT COMPLETION	TIMEFRAME	CONTACT	ADDITIONAL INFORMATION
Customer Service Representative	• National Retail Foundation Customer Service and Sales Certified Specialist	**January 24 - April 1** or **February 28 - May 6** • Flexible hours • Online classes	**Columbus Literacy Council** www.clcworks.org Nina Wells Virtual Education Manager nwells@columbusliteracy.org 800-654-9972	This training is available only for English Language Learners. Registration Form
Hospitality and Tourism	• American Hotel and Lodging Educational Institute Certified Guest Service Gold and Certified Guest Service Concierge • TIPS (Training for Intervention ProcedureS) Alcohol training • ServSafe Food Handler	**February - May** • 4 hours/week • Online evening classes	**Cuyahoga Community College** Tess Yurik Aspire Education Manager 216-529-4240 teresa.yurik@tri-c.edu	
Information Technology	• Microsoft Office Specialist	**January - May** • Flexible hours	**Hocking College** Samantha Sturgeon Aspire Program Coordinator sturgeons@hocking.edu 740-300-1617 (cell) - text	Registration Form
Manufacturing	• SME Manufacturing Associate Certification	**January 31 - March 25** • Online classes Tues/Thurs 10am – 12pm • Additional online work is required	**Lorain County Community College** Mary Murphy Director 440-366-7674 mmurphy@lorainccc.edu	
Technology	• CompTIA IT Fundamentals • CompTIA A+	**January 24 - June 3** • Online classes are Monday – Thursday 6:30 – 8:30pm	**University of Cincinnati** Janet Staderman Director 513-556-4354 Janet.staderman@uc.edu	For Adult Learners: Cincinnati Talent Acceleration Program (CTAP) Registration Form

Creating IET Courses for Small/Rural Programs

Virtual IET Courses - Ohio

Aspire

Ohio | Department of Higher Education
Mike DeWine, Governor
Randy Gardner, Chancellor

Request for Proposal: Statewide Virtual IET Implementation

The state Aspire office is looking to support 100% virtual IET models throughout Ohio. Currently we have over 100 IET models (243, 231, and corrections) offered throughout our state. The state would like to challenge Aspire programs to create a fully virtual IET model and recruit students statewide. In addition to meeting all federal and state IET requirements (please refer to the checklist for guidelines), the state office requests:

- Fully virtual IET model including orientation, testing, all IET required elements, the occupational skills training, and recruitment.
- IET model must meet all the federal IET requirements including being part of career pathway, have a single set of learning objectives, be seamless and concurrent, include Adult Education, workforce preparation, occupational skills training, and meet the requirements of intensity and duration, and end with a certification or an employment opportunity
- Recruitment across the state
- Aspire program must have 1 cohort that begins by the end of Jan. 2022
- Aspire program will complete a short follow-up providing information on the success and challenges of the virtual IET
- Program can only request 243 funds for an IELCE IET if the Aspire program is a current 243 grantee.

Priority consideration will be given to Aspire program that:

- Have offered IETs before
- Have demonstrated experience with administering virtual orientations and delivering virtual assessments
- Have delivered virtual programming including live synchronous instruction and Distance Education
- Will integrate and incorporate the Teaching Skills that Matter (TSTM) lesson plans, content, and priority skills into the IET (TSTM Toolkit)
- Have a partnership that will contribute toward the IET (equipment, cost of certifications, an instructor, etc.)
- Meet an in-demand occupational skills cluster such as manufacturing, medical, IT, etc.

To be considered for an award:

- Submit the proposal answering the required questions by _____ to Aspiregrants@highered.ohio.gov
- Complete a thorough budget grid taking into consideration how many cohorts the program plans to offer, planning, recruitment, orientation, staffing, delivery of the model, certifications, and cost of training, and technology needs.
- A Word document of this application is available. If the program cannot edit a PDF, please contact sschab@highered.ohio.gov for a copy of the application in Word.

Please answer all the questions below completely and thoroughly to be considered for funding. Please complete budget grid. Aspire does not cover the cost of student tuition

1. Who is the target student group for this IET program? What are their educational needs? How many total students does the program desire to serve through this virtual IET? How many cohorts will you run through June 2022 (1 cohort is perfectly acceptable.)

2. What is the industry/occupational cluster and what certification(s) will be earned at the end of this IET? If there is no certification, please describe in detail the employer partnership that will offer possible employment opportunities to participants in the cohort.

3. Describe the program's plan to deliver this IET virtually.

4. How are the three required components occurring simultaneously within the scope of the IET program?

5. How are the program activities organized to function cooperatively? How do activities in one component build on and scaffold learning from another component?

6. How does the IET program reflect the criteria of being a part of a career pathway aligned to the local workforce plan? How does it support the requirement that a career pathway help an individual enter or advance with in a specific occupation or occupational cluster?

7. How will the training activities be provided?

8. If applicable, how does the program plan to offer the proposed IET in partnership with another organization?

9. What funding will be used for the training portion? (E.g., ODJFS funds, or other grants)

10. Has the Aspire program offered (or currently in the grant) approved IETs?

11. Describe the Aspire's program experience with administering virtual orientations and delivering virtual assessments.

12. Describe how the Aspire program is currently delivering virtual programming including live synchronous instruction and Distance Education

13. Please share any other details that the Aspire program would like considered by the state Aspire office.

Please submit any questions to sschab@highered.ohio.gov

Discussion Groups

- **At your table groups, discuss IET courses.**

> **What IET courses have you offered, if any? How successful were they?**
>
> **What IET courses would you like to offer? What challenges are preventing you from offering this IET course?**
>
> **How can you address challenges?**

- **You will have 15 minutes for your discussion. Be prepared to share highlights of your discussion.**

Let's HARVEST your discussions…

Career Pathways IET Course Resource

ATLAS: Minnesota ABE
http://atlasabe.org/resources/adult-career-pathways

Adult Career Pathways Resources

This **Adult Career Pathways (ACP)** resource library is designed as a resource for ABE practitioners as they develop ACP programming. Programs can use these resources to build on the practice of others in the field and avoid starting from scratch.

Confused about Adult Career Pathways and transitions terminology? You're not alone! See this handy glossary >>

ACP Course Curricula

In this library, curricula are organized by **Career Fields** on the right-hand side. When you choose a Career Field, you will find a list of course curricula on the right. Choose a course and you will see a brief overview and a link to complete curriculum materials. Each curriculum has been reviewed by ATLAS for inclusion here; the course overview outlines particular strengths and drawbacks of each entry. Sources include MN ABE programs across the state and a few ACP providers in other parts of the U.S.

ACP Program Development Tools

The tools in this section are intended to equip ABE program practitioners in charge of developing and expanding adult career pathway programming around the state, in response to both local needs and WIOA requirements. Resources are organized by aspect of programming. Click on a content area and you will see a list of documents and websites along with a brief description of each resource.

ADULT CAREER PATHWAYS

ACP COURSE CURRICULA:
- Administrative
- Education
- Health
- Retail / Hospitality
- Technical Fields
- Technology
- General / Multi-Pathway

ACP DEVELOPMENT TOOLS:
- Adult Career Pathways Basics
- Budgeting & Funding
- Course Design
- Effective Collaboration
- Employer Engagement
- Integrated Education & Training
- Local Workforce Devt Boards
- Strong Enrollments
- Workforce Partnerships

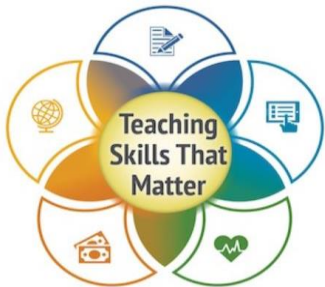**Creating IET Courses for Small/Rural Programs**

Career Pathways Instruction Resource

https://lincs.ed.gov/state-resources/federal-initiatives/teaching-skills-matter-adult-education

Teaching Skills That Matter Toolkit

Overview

Civic Education
(Tab 1)

Digital Literacy
(Tab 2)

Financial Literacy
(Tab 3)

Health Literacy
(Tab 4)

Workforce Preparation
(Tab 5)

Other Tools and Resources
(Tab 6)

Creating IET Courses for Small/Rural Programs

Career Pathways Instruction Resource

https://skills.worlded.org/

Personal & Workplace Success Skills Library

View Library   Teaching the Skills

About the Library

The Personal and Workplace Success Skills Library is a collection of resources to guide the integration of personal and workplace success skills into curriculum and instruction, advising and coaching, assessment, and program design. These resources were selected for adult education, higher education, workforce development, and career and technical education programs serving adult and older youth learners and workers, including English language learners.

Communication

Leadership & Initiative

Self-Management

Navigating & Using Information

Critical & Creative Thinking

About the Skills

Personal and workplace success skills are the set of transferable skills that are critical for finding employment and advancing in a career pathway. They are also lifelong learning skills that enable us to be resilient and adaptive in an ever-changing labor market.

Creating IET Courses for Small/Rural Programs

Closing Circle

What is one solution to an IET challenge that you heard today that you will try in your program?

Questions:

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