



Phase 2: Design and Plan Case Study #2

The IET team at Springfield Adult Education (SAE) is starting a 12-week paraprofessional IET program, offered in partnership with the local K-12 school district's Human Resources Department. Springfield Adult Education is housed in the school district, and the IET team is made up of the SAE program coordinator, an ABE instructor, and a career advisor as well as a teacher and an HR representative from the district. The district's goal is to fill paraprofessional vacancies, and SAE's goal is to help students achieve the ParaPro certification and move toward high school equivalency (HSE) attainment, if needed. With only six students enrolled, the coordinator, at the suggestion of the district, did targeted outreach to a group of substitute teachers. The coordinator and advisor rapidly enrolled more students into the course and launched it with 11 students.

During the first week of classes, three students did not show up to either of the weekly evening classes, and when asked, they shared that once school lets out for the day (when they would usually finish substitute teaching), they do not have childcare until later in the evening. Also, during the first week of classes, students learned about the "field experience" component of the program, which requires them to spend 25 hours in a variety of classroom settings during the school day without receiving payment. Students who normally took on paid work during the day as substitutes wondered if that work could be applied toward the field experience requirement. The coordinator realized that the IET team should meet regularly to help sort out these issues, though because of the limited staffing time for the advisor and the ABE instructor, they were not able to build in a regular meeting time.

During the last weeks of the course, the advisor and HR staff started conducting practice interviews with students and updating résumés. During this process, the advisor learned that some students do not want to give up the flexibility of their substitute jobs, though they were invested in earning the ParaPro certificate for the potential to earn more further down the road. At the end of the program, one student had dropped out, five students passed the ParaPro certification test, and two students made gains on their TABE posttest. Because these two substitutes already had an HSE diploma (a requirement of the job), they needed to make another gain, though the program was struggling to identify what this would be. Two students applied right away for the open paraprofessional spots in the district. With these outcomes, the coordinator wondered what success should look like and

what goals were accomplished. These questions prompted the coordinator to ask the program director about an evaluation plan but found out they did not have one.

With your team, discuss the following:

- What is working that the program can build on?
- Phase 2 should rest on well-articulated learner, program, and partner goals. What goals were clear at the outset? What needed to be further clarified? What goals were met?
- There are four learner experience stages, and not fully completing one stage will lead to problems down the road. How is that evident here?
- What steps should the team take to ensure more success down the road?

