WELCOME!

IET Design Camp
Phase 2: Design and Plan
Meeting Recording Notice

This session will be recorded, including any audio, visuals, participants, and other information sent, verbalized, or utilized. By joining this meeting, you automatically consent to such recordings. Any participant who prefers to participate via audio only should disable their video camera so only their audio will be captured. Video and/or audio recordings of any session shall not be transmitted to an external third party without permission.
Virtual Classroom Reminders

- Make sure you are signed into the Zoom desktop client rather than through the browser version.
- We recommend using your computer for audio to facilitate participation.
- Please mute your microphone and turn on your camera.
- During the webinar, chat the entire group for questions and comments related to the content.
- If you experience problems during the webinar, message or email __________ at ________________________.

Remember to take notes in your Participant Guide!
Agenda

- Session Introduction
  - Review Phase 1: Research and Assess
  - Key Tasks for Phase 2

- Form a Design Team and Define the IET Program
  - IET Planning Tool
  - Design Team Composition and Team Purpose statement
  - IET Program Goals and Outcomes

- Design the Program Structure
  - Key Decision Points
  - Instructional Delivery Approaches

- Plan the Learner Experience
  - Phases of the Learner Experience

- Create an Evaluation Plan for Continuous Improvement

- Session Wrap-Up
Today’s Trainers

Phase 2: Design and Plan
# IET Design Camp

## Week 1: Orientation
- **Monday**: Toolkit reading assignment
- **Tuesday**: Training Webinar

## Weeks 2 & 3: Phase 1: Research and Assess
- **Monday**: Toolkit reading assignment
- **Tuesday**: Training Webinar
- **Wednesday – Monday**: Team Activity
- **Thursday**: Cohort Discussion

## Weeks 4 & 5: Phase 2: Design and Plan
- **Tuesday**: Training Webinar

## Weeks 6 & 7: Phase 3: Develop and Implement
- **Monday**: Toolkit reading assignment
- **Tuesday**: Training Webinar
- **Wednesday – Wednesday**: Team Activity
- **Thursday**: Cohort Discussion

## Weeks 8 & 9: Phase 4: Evaluate and Improve
- **Monday**: Toolkit reading assignment
- **Tuesday**: Training Webinar
- **Wednesday – Wednesday**: Team Activity
- **Thursday**: Cohort Discussion

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**Notes:**
- The circle on **Tuesday** indicates the current phase and week.
Review of Phase 1: Research and Assess

- Quality IET programs respond to community and learner needs.

- There are five areas of research that can help with IET program selection:
  1) State and Local IET Policy and Career Pathways Options
  2) Regional Workforce Development Needs
  3) Community Resources to Support your Program
  4) Emerging and Promising Practices in IET Programs
  5) Learner and Business Needs

- Conduct a needs assessment to gather information to help you understand community and learner needs, identify insights, and select a viable, feasible, and desirable IET program.
Key Tasks for Design & Plan Phase

- **Design & Plan**
  - Form a design team
  - Define the IET program and goals
  - Design the IET program structure
  - Plan the learner experience
  - Create a program evaluation plan
Group Discussion:
Reflect on Your Reading

- In reading the **Design and Plan** phase section of the IET Toolkit, what stood out as new or interesting to you?
- Overall, what are your thoughts on the **IET Planning Tool**?

Please share your thoughts with the group.
Poll: IET Involvement

Who is typically involved in the design of your IET program?

Choose 1:

A. Only ABE staff/instructors are involved
B. ABE staff/instructors and technical training provider
C. A team of people from diverse partner agencies
D. It depends on the IET program focus/goals
E. I’m not sure/I don’t know
Form a Team and Define the IET Program and Goals

IET Planning Tool
Design Team Composition and Purpose Statement
IET Program Goals and Outcomes
Key Decision Points
IET Planning Tool

Phase 2: Design and Plan
Design Team Composition

Why a Design Team?

To inform your IET program design and ensure it connects to a viable career pathway

Potential Design Team Members

- Postsecondary education and training providers (e.g., community colleges, technical schools, apprenticeships)
- Workforce Development Board or American Job Center representatives
- Community-based organizations
- Health and human services providers
- Local and state government officials
- Employers

TIP

Use the resource mapping results from your Research and Assess work.
Team Purpose Statement

A team purpose statement clarifies the need for and expectations of the team to potential members, including:

- What the team will do
- For whom
- Why

**EXAMPLE**

We will design an Integrated Education and Training (IET) program to support and train adult learners to be successful as a customer support representative and meet local workforce demand in the information technology industry.
IET Goals and Outcomes: SMART Goals

SMART Goals are:

- **Specific**
- **Measurable**
- **Achievable**
- **Relevant**
- **Time-Bound**
Three Types of IET Goals

1. Learner Goals
2. Program Goals
3. Partner Goals

TIP
Goals should align to the evaluation / continuous improvement process for the program.
Learner goals describe expected successful workforce and academic outcomes for the target population.

Example: Learners will gain the academic and technical skills required to attain Manufacturing Technician Level 1 Certification upon successful completion of the 12-week session.
Three Types of IET Goals (cont. 1)

2 Program Goals

**Program** goals describe the overall desired outcomes of the program.

**Example:** The Manufacturing Technician IET program will prepare learners at NRS levels 4 or 5 to achieve HSE testing readiness, obtain a Manufacturing Technician Level 1 certificate, transferrable postsecondary credits, and secure employment within 6 months of program completion.

Can you identify the 5 components of a SMART goal?

Please share your responses with the group.
**Three Types of IET Goals (cont. 2)**

**Partner Goals**

Partner goals focus on engagement or outcomes important to partners.

**Example:** Each term, the American Job Center will provide Individual Training Accounts (ITA) to fund the training component and co-enroll learners into Title I, where they will also receive individualized career services that prepare learners to apply, interview and obtain employment in the target IET occupation upon completion of the IET.
Breakout Group Activity #1
What does a successful IET program look like?

- Brainstorm and come to a consensus on two or three sentences that describe a successful IET program.
- Be prepared to share your statement.
Design a Sustainable Program Structure

Key Decision Points
Common Instructional Delivery Approaches
Considerations When Going Virtual
Digital Supports
Key Decision Points

Important IET program decision points include:

- IET program instructional delivery approach
- How to plan for sustainability of the program
- Funding mechanisms to support the IET program
- Communication plan
- Program policies
- Partner agreements

Success requires a nimble structure.
### Four Common Instructional Delivery Approaches

<table>
<thead>
<tr>
<th>1) Occupational trainer and adult education instructor team teach concurrently in the <strong>same</strong> virtual and/or physical space <strong>100% of the time.</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>2) Occupational trainer and adult education instructor team teach concurrently in <strong>separate</strong> virtual or physical spaces <strong>100% of the time.</strong></td>
</tr>
<tr>
<td>3) Occupational trainer and adult education instructor team teach concurrently in the <strong>same</strong> virtual and/or physical space <strong>some of the time</strong> and in <strong>separate</strong> virtual and/or physical spaces <strong>some of the time.</strong></td>
</tr>
<tr>
<td>4) One qualified trainer/instructor teaches both the occupational skills and adult education content, either in virtual or physical spaces <strong>100% of the time.</strong></td>
</tr>
</tbody>
</table>
Poll: Delivery Approach

Which delivery approach are you using in your programs?

Choose 1:

A. Occupational trainer and adult education instructor team teach *concurrently* in the *same* virtual and/or physical space *100% of the time*.

B. Occupational trainer and adult education instructor deliver instruction *concurrently* while in *separate* virtual or physical spaces *100% of the time*.

C. Occupational trainer and adult education instructor team teach *concurrently* in the *same* virtual and/or physical space *some of the time* and in *separate* spaces *some of the time*.

D. One qualified trainer/instructor teaches *both* the occupational skills and adult education content, either in virtual or physical spaces *100% of the time*.

E. We haven’t selected a delivery approach yet.
Considerations When Going Virtual

- Select the appropriate learning platform.
- Explore new ways to engage students prior to enrollment.
- Ensure broadband and computer access for participants.
- Support teaching and learning success by:
  - Providing the necessary supports for learners with disabilities ([WebAIM](https://webaim.org)).
  - Incorporating equity minded practices for teaching online ([Harris and Wood webinar](https://example.com)).
  - Creating a centralized site for both faculty and student learning resources.
Consider providing digital supports beyond the classroom, such as:

- **Virtual Job Shadow** – A platform for career exploration and connecting one-on-one [https://www.virtualjobshadow.com/](https://www.virtualjobshadow.com/)

- **Virtual Advising** – An example from Northern Virginia Community College [https://www.nvcc.edu/virtualadvising/](https://www.nvcc.edu/virtualadvising/)

- **Mini Digital Literacy Orientation** – A short lesson on how to actively participate in an online/virtual class
Group Discussion:
Supporting Virtual Learning Ideas

In what innovative ways have you adapted your programs to support virtual learning?

Please share your ideas with the group.
Plan the Learner Experience

Activity: Consider the Learner Experience
Stages of the Learner Experience
Breakout Group Activity #2

What does a successful IET learner experience look like?

- Putting yourself in the shoes of a learner, consider the learner profile in Appendix B of your Participant Guide.
- Brainstorm a list of key considerations from the learner’s perspective and some possible learner supports to address them.
- Be prepared to share one key consideration and learner support idea with the larger group after the breakout session.
Four Stages of the Learner Experience

- **Pre-Enrollment**: Effective outreach and recruitment sets the learner expectations for the program.
- **Enrollment**: An individual learner success plan enhances the learner experience.
- **Participation**: Individual counseling and support activities ensure learner persistence and success.
- **Transition**: The individual learner success plan helps guide decision-making for transitioning to a career or further education.
1: Pre-Enrollment

Outreach and Recruitment

- Develop outreach strategies that reach your target audience and ensure equitable access.
- Survey existing outreach materials for ideas or use focus groups to gather feedback.
- Convey the value of in-demand jobs and the acquisition of industry-recognized and/or postsecondary credentials to prospective adult learners.
- Design your materials with language that speaks to multiple audiences and uses visuals to convey messages.
- Leverage partnerships to increase learner outreach and recruitment.
Group Discussion: Outreach and Recruitment Strategies

What outreach and recruitment strategies do you use to effectively reach your target learners?

Please share your strategies with the group.
2: Enrollment

- Ensure the applicant meets enrollment criteria and identifies types of supports needed.

- Consider:
  - An individual learner success plan that includes elements that support learner needs, accessibility needs, and college and career planning, as appropriate.
  - Enrollment criteria, including required assessment(s) for entry and passing score(s).
  - Program registration intake forms that incorporate the individual learner success plan.
  - Learner materials to distribute during intake.
3: Participation

- Ensure learners have the necessary support to persist and succeed in the IET program.

- Consider:
  - Individual counseling to address learners’ unique challenges.
  - Direct learner activities that are comprehensive, well integrated, and supported by quality tools.
  - Tracking systems that support ongoing monitoring and documentation of attendance, services, and outcomes.
  - Effective policies, practices, and infrastructures that support staff and partners.
  - A cohort or mentoring program for learners.
Group Discussion:
Persistence and Success

What learner supports have you found to be most effective in promoting persistence and success?

Please share your ideas with the group.
4. Transition Support for Career Planning and Further Education or Training

- Ensure that program participants understand the IET career pathway and strategies for a smooth transition to continued training or employment.

- Integrate into programs in three ways:
  1. Include intentional activities that orient learners to the full career pathway, including on ramps, off ramps, transferrable skills to other industries, etc.
  2. Provide counseling customized to individual learners, including goal setting and transitional supports.
  3. Integrate support activities into the curriculum, e.g., bring industry representatives into the classroom or provide job shadow experiences.
Group Discussion: Career Planning and Transition Support

How can your partners support learners’ career planning and transition to employment or further education/training?

How could you engage partners to assist in this effort?

Please share your ideas with the group.
Create an Evaluation Plan

Importance of Embedding Evaluation

Evaluation Plan Template
Importance of Embedding Evaluation

A well-designed program evaluation plan will help to:

- Identify program goals and research questions.
- Guide data collection, analysis, and reporting.
- Support continuous improvement and sustainability efforts.
- Comply with WIOA program reporting requirements.
PROGRAM EVALUATION PLAN TEMPLATE

Evaluation Information
Name of IET Program: ___________________________ Program Dates (Start – End): __________________– _____________
Length of Program: ____________________________

Data Collection and Analysis
Use the tables below to record each of your IET learner, program, and partner goals, the associated process and/or outcome questions, the data needed to answer the questions, the sources of the data, the timeframe or schedule for collecting the data, and the analysis approach(es). There is no set number of evaluation questions, though 1 to 3 per goal is typical. Duplicate the goal tables and add or remove rows as needed.

Goal 1: Add...

<table>
<thead>
<tr>
<th>Evaluation Question(s) (Process &amp; Outcome)</th>
<th>Data Needed (Measures)</th>
<th>Data Source(s)</th>
<th>Timeframe/Schedule</th>
<th>Analysis Approach(es) (Quantitative/Qualitative)</th>
</tr>
</thead>
</table>

Goal 2: Add...

<table>
<thead>
<tr>
<th>Evaluation Question(s) (Process &amp; Outcome)</th>
<th>Data Needed (Measures)</th>
<th>Data Source(s)</th>
<th>Timeframe/Schedule</th>
<th>Analysis Approach(es) (Quantitative/Qualitative)</th>
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</thead>
</table>

Evaluation Data Reporting and Sharing
Describe the information to report, the format of the report, how the report will be distributed, the audience for the report, and the frequency of the report. Keep in mind that not all audiences require all reports; some may only require summaries whereas others may require full, detailed reports. Add rows to the table as needed.

<table>
<thead>
<tr>
<th>Information (e.g., Goals, Measures, Findings, etc.)</th>
<th>Type/Format (e.g., Summary Report, Bulletin, E-mail, etc.)</th>
<th>Method/Tool</th>
<th>Audience(s)</th>
<th>Frequency</th>
</tr>
</thead>
</table>
A strong design team and articulated learner, program, and partner goals position the IET program to meet business and learner needs.

Analyzing and planning for the learner experience is an important step in designing an IET program that supports learners.

The IET program structure should be flexible in adapting to changes in funding, staffing, and business and learner needs.

There are four stages of the learner experience: pre-enrollment, enrollment and intake, participation, and transition to a career or additional education or training opportunities.

An evaluation plan lays out how you will monitor the progress your program is making and the process you will use to inform program improvement efforts.
Reflect on today’s topics.

What one thing from today’s session do you plan to apply to your IET design process going forward?

What lingering questions do you have about the topics we discussed today?
Poll: Confidence Level

How prepared do you feel you are to incorporate what you have learned about designing and planning an IET program into your practice?

Select 1:

- A. I feel very prepared.
- B. I feel somewhat prepared.
- C. I may need more training/support first.
Phase 2: Design and Plan

- Team Activity ([ENTER DAYS TO COMPLETE])
  Choose at least one of the following activities from the IET Planning Tool:
  - Think about your IET Design Team. Do you have the right people, perspectives, and skills on your team currently? What is missing and how might you go about adding it to your team? Draft your team’s purpose statement.
  - Reflect on your existing IET Program goals. What are they? Are they SMART? Do they cover learner, program, and partner goals. Brainstorm goals or refine your existing goals.
  - Consider the learner experience. Brainstorm key components of the learner experience or discuss opportunities to refine and strengthen your current approach.

- Cohort Discussions – [ENTER DATE AND TIME]
Next Steps (cont.)

Phase 3: Develop and Implement

- Individual Assignment (before next training session on [ENTER DATE AND TIME]):
  - Read Section 3.0 Develop and Implement in the IET Toolkit.
  - Review all desk aids for the section.
  - Take notes and write down your questions about the Develop and Implement phase in your Participant Guide.

- Next Training Session – [ENTER DATE AND TIME]