WELCOME!

IET Design Camp
Closing Session

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Meeting Recording Notice

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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

- Introduction
- Revisiting Phase 4: Evaluate and Improve
  - Breakout #1: Engaging Stakeholders and Sharing Results
- IET Design Camp Highlights
- IET Design Camp Wrap-Up
  - Breakout #2: Sharing IET Lessons and Next Steps
  - Closing Remarks
# 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

## WEEKS 4 & 5
- **Phase 2: Design and Plan**
  - **MONDAY** Toolkit reading assignment
  - **TUESDAY** Training Webinar

## WEEKS 6 & 7
- **Phase 3: Develop and Implement**
  - **MONDAY** Toolkit reading assignment
  - **TUESDAY** Training Webinar

## WEEKS 8 & 9
- **Phase 4: Evaluate and Improve**
  - **MONDAY** Toolkit reading assignment
  - **TUESDAY** Training Webinar

## Weekdays
- **WED – MON** Team Activity
- **THURSDAY** Cohort Discussion

## Closing Session
- **THURSDAY** Closing Session
Revisiting Evaluation and Continuous Improvement

Key Takeaways
Continuous Improvement in Practice Review
Breakout Group Activity
Review of Phase 4: Evaluate and Improve

Continuous improvement is more than just a philosophy or theory—it requires action in every stage of the IET Design process.

Outcome evaluation focuses on “what” was accomplished compared to projections, whereas process evaluation focuses on “how” the outcome was accomplished.

There are two types of data: quantitative, which is numerical and can be analyzed mathematically, and qualitative, which is descriptive and conceptual and can be categorized by characteristics for analysis.

Data analysis is the process of cleaning, organizing, examining, and interpreting data using one or more analysis tools and techniques to extract relevant information that supports decision-making.

The Evaluation Plan Template can help IET program teams plan for conducting effective evaluations.

Include key stakeholders and project team members in the process of identifying potential improvement strategies.
Continuous Improvement in Practice – Review

**Identify** and **select** improvement strategies.

**Plan** how and when you will develop, deliver, and evaluate the program.

**Evaluate** the data and **analyze** the results.

**Activate** the plans, monitor implementation, and **collect data**.

Continuous Improvement Cycle
Breakout Group Activity #1
Engaging Stakeholders and Sharing Results

Discuss the following questions in your group:

- What types of feedback loops are you establishing (i.e., with whom and how often are you sharing evaluation results and seeking input?)?
- What are some promising or innovative practices for engaging stakeholders and sharing results?
IET Design Camp Highlights

A Look Back at the Learning Series
3 Guiding Principles of IET Program Design

1. Design with learner and community needs in mind.
2. Collaborate with partners.
3. Adopt a continuous improvement approach.
Integrating IET Components

- Adult education and literacy activities, workforce preparation activities, and workforce training activities must:
  - Be provided concurrently and contextually.
  - Occur simultaneously within the overall scope of the IET program.
  - Be of sufficient intensity and quality.
  - Use occupationally relevant instructional materials.
  - Be based on the most rigorous research available.
  - Be organized around a single set of learning objectives.

WIOA regulations: 34 CFR §463.37
Four Iterative Phases of IET Program Design

- **Research & Assess**
  - Conduct a needs assessment
  - Analyze results and identify key insights
  - Select an IET program opportunity

- **Design & Plan**
  - Conduct a needs assessment
  - Analyze results and identify key insights
  - Select an IET program opportunity

- **Develop & Implement**
  - Orient staff and stakeholders and provide professional development
  - Develop the IET curricula with an SSLO
  - Develop tools, procedures, and other program materials
  - Implement the IET program and collect data

- **Evaluate & Improve**
  - Analyze collected data
  - Present results to stakeholders
  - Consider options for more rigorous evaluation
  - Take action on improvement strategies
Design Camp Materials

IET Toolkit

Desk Aids/Tools

Participant Guide

Closing Session
Using the Desk Aids to Guide Design and Development of the Four Stages of the Learner Experience

**Pre-Enrollment**

**Enrollment**

**Participation**

**Transition**

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**Desk Aid 3: Conduct Outreach and Recruit Learners**

Consider How to Reach Your Target Population

Effective outreach and recruitment requires a strong knowledge of the IET program's target population.

- Refer to the research on the target population you completed in the Assess phase.
- Consult with partners on the characteristics of the IET program's target audience and how to best conduct outreach to recruit them.
- Consider a variety of audiences, including learners currently enrolled in your adult education program or other untapped populations.

Survey Existing Marketing Materials for Ideas

Before creating any outreach materials, identify and review existing marketing materials for messaging ideas. Reach out to other IET programs, partners, and stakeholders and ask them to share their outreach brochures, posters, and other materials.

- Leverage existing resources from other state agencies or initiatives.
- Consider hosting a focus group and ask attendees to review and rate existing marketing materials to identify those that can be modified or used as a guide for your IET program's materials. Categories for feedback may include effectiveness of the design and content, and relevance of the materials to the target audience.

Brand Your IET Program's Messaging

Once you have determined the messaging you will use for your program, work with your partners to develop messaging to "brand" your program in a way that attracts a wide range of learners.

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**Desk Aid 4: IET Program Enrollment and Intake**

The learner enrollment and intake process ensures a) the applicant meets enrollment criteria, including necessary pre-requisites for required courses, and b) identifies the types of support needed to allow for smooth entry into the program and program success. Be sure to consider the demographics of the population you are targeting for the IET program when you design your intake process and forms.

**Intake Process**

IET program staff can use the information gathered during intake to help learners identify and refine personal goals, better understand the program and career pathways opportunities, and craft an individualized Learner Success Plan that includes needed supports and steps for college and career success. Expanding information collected from learners during intake provides instructors with the information they need to inform individual success.

Enrollment criteria may include:

- Required assessments for entry and identification of passing scores
- Program course pre-requisites
- Basic skills assessments
- Digital literacy skills
- Minimum education level
- Other enrollment criteria

Program registration intake forms may request:

- Contact information
- Demographic details
- Education and employment information
# SSLO Rubric

<table>
<thead>
<tr>
<th>CRITERIA</th>
<th>WEAK – 0 points</th>
<th>MEDIUM – 2 points</th>
<th>STRONG – 4 points</th>
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</thead>
<tbody>
<tr>
<td>All three required IET components are evident in the objective.</td>
<td>0 – 1 component evident</td>
<td>2 components evident</td>
<td>All 3 components evident</td>
</tr>
<tr>
<td><strong>Note:</strong> If this score is weak or medium, revisit the SSLO before proceeding. The three required IET components must be evident in the learning objectives in the SSLO to meet the basic definition of an SSLO.</td>
<td></td>
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</tr>
<tr>
<td>There is a demonstrated relationship among the three components so that the adult basic literacy, workforce preparation, and occupational skills and knowledge are structured within the SSLO to function cooperatively (i.e., interrelated and contextualized).</td>
<td>No relationship is demonstrated among the three components.</td>
<td>Components are somewhat structured to function cooperatively:</td>
<td>All three components are structured to function cooperatively so that:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Only two components are demonstrated to function cooperatively.</td>
<td>• There is a clear relationship between all three components.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Does not demonstrate a cooperative relationship among all three components.</td>
<td>• Skills and knowledge are structured to function cooperatively.</td>
</tr>
<tr>
<td>Condition(s) under which the learner will demonstrate competency is clearly stated.</td>
<td>No condition is stated.</td>
<td>Condition(s) are somewhat stated, but not clearly.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Condition(s) are clearly stated.</td>
<td></td>
</tr>
<tr>
<td>Criteria by which competency will be measured is clearly stated and outcome is measurable.</td>
<td>Criteria are not stated and/or outcome is not measurable.</td>
<td>Criteria are clearly stated, but outcome is not measurable or criteria are not clearly stated, but outcome is measurable.</td>
<td>Criteria are clearly stated. Performance outcome is measurable.</td>
</tr>
<tr>
<td>Expected behavior is clearly described using action verbs.</td>
<td>No behavior is stated and/or performance expectation is unclear.</td>
<td>Expected behavior is stated, but not stated using action verbs.</td>
<td>Expected behavior is clearly stated using action verbs.</td>
</tr>
</tbody>
</table>

*Rubric developed for the IET Design Toolkit. 2021 (Hamilton & Toso)*
Group Discussion:
How will you use the tools and apply the skills?

- Which tools, desk aids, and other resources will be most helpful to you? How will you use them?
- Which skills or concepts from the Design Camp will be most helpful to you? How will you apply them in your work?

Please share your thoughts with the group.
IET Design Camp Wrap-Up

Breakout Group Activity: Planning next steps
Closing Remarks
Reflecting on Next Steps
Celebrating our Accomplishment
Thank You!
Breakout Group Activity #2
Planning next steps

Now that the Design Camp is ending, share:

- One or two next steps you will take.
- Support you need going forward.
Closing Remarks
Continued Investment in IET

- Adult Education is critical to the participants we serve and the businesses hiring in our communities.
- Providing skills training through IETs can help adult learners effectively advance career and education goals.
- At the same time, IETs address employers’ needs in finding skilled workers.
- Innovative program design and delivery and embedded supportive services are more important than ever.
What are our next steps?

As we continue to focus on Integrated Education and Training, we recommend that you:

- Share successes and challenges with your teams and with your peers.
- [Insert any planned professional development.]
- [Insert any policy/grant competition/etc.]
Poll: Overall Satisfaction

Now that the Design Camp is closing, how prepared do you feel to take the next steps needed to continue your IET design and implementation processes?

Select 1:

A. I am prepared and ready to go.

B. I am prepared and cautiously optimistic.

C. I think I need more training/support.
Congratulations!
You have completed the IET Design Camp.
Thank you to the Design Camp Facilitation Team
Contact us:

[INSERT CONTACT INFORMATION]