



Bridge & Integrated Education Training (IET) Showcase Webinar

Webinar Resource

This resource was developed based on key themes and questions submitted by attendees of the February 23, 2021, *Advancing Innovation in Adult Education Bridge and IET Showcase Webinar*. This document includes questions posed by chat participants following the close of the webinar, with accompanying responses from panelists.

Program Information

How long are the programs?

- “[Certified Clinical Medical Assistant] CCMA — 140 classroom hours, 80 clinical externship hours, 14 weeks.” – *Jan Suding, Jennings County Education Center*
- “How long it takes a student to finish the pathway depends on many factors. What is their academic skill level coming into the program? Do they need to take one, two, or zero developmental reading and writing courses? Are they working and only want to come to school part-time? Some students may finish and transfer to RCTC [Rochester Community and Technical College] in 12 weeks, some take a year.” – *Nadine Holthaus, Rochester Adult Literacy at Hawthorne*
- “Depends on the pathway. Child Development and Machining can be completed in as little as two terms (although students often need more time so that they are ready for community college-level classes), but our CISCO Certification Prep courses run 2 years.” – *Drew Gamet, South Bay Adult School*
- “Monday through Thursday, 12 to 16 hours per week for 8 to 11 weeks depending on the pathway.” – *Rachel Ambrose, Peninsula Regional Education Program*
- “Connections 101 is a 14-week commitment. Students are required to be in class 4 days per week from 8:30 a.m. to 11:30 a.m.” – *Tammie Hickey, Great Falls Career and College Readiness Center*

What does Connections 101 look like?

- “The program is 3-hours, 4-days per week for 15 weeks, and it is a holistic approach to helping individuals find a purpose, plan, and path.” – *Tammie Hickey, Great Falls Career and College Readiness Center*



How do Career Coaches work in your programs?

- “They help with the enrollment process by conducting orientation and student interviews. Once the cohort starts, they are supporting students by helping eliminate barriers that may come up. They also coordinate all employer engagement activities and do the lessons and activities around soft skills and workforce preparation. They also help the students navigate the training enrollment process with the community college and help secure funding if the student does not qualify for the grant we are currently under.” – *Rachel Ambrose, Peninsula Regional Education Program*

For IET programs, how do students take college classes without being enrolled in the college?

- “The training provider is Vincennes University, but students are not receiving college credit. They do take the National Healthcareer Association (NHA) assessment to receive their national certification.” - *Jan Suding, Jennings County Education Center*
- “When they take college classes, they are enrolled as students at El Camino Community College.” – *Drew Gamet, South Bay Adult School*

Funding

How do you pay for postsecondary courses while a student earns their GED?

- “In Indiana, adult education programs may develop and receive funding for IET opportunities. These trainings allow someone who is working on their high school diploma to also train for an occupation. Approved IETs contextualize academic and work readiness skills, which are taught concurrently with the occupational skills. Along with IET funding, in Indiana we also have the Next-Level Jobs Workforce Ready Grant. This grant pays the tuition and mandatory fees for eligible high-value certificate programs at Ivy Tech Community College, Vincennes University, Indiana Institute of Technology, or other approved providers.” – *Jan Suding, Jennings County Education Center*
- “We have articulations agreements with RCTC. These agreements allow GED students to participate, for free, in our developmental reading and writing courses. The students gain the skills they need to pass the GED as well as receive credit for these classes when they transfer to RCTC. We also have articulation agreements for college-level classes, but the GED students do not attend these until they have passed their GED.” – *Nadine Holthaus, Rochester Adult Literacy at Hawthorne*



Partnerships

Did you need to build your partnerships from the ground up? If yes, where did you begin?

- “Yes, we built the CCMA program from the ground up. First, I familiarized myself with what occupations were in high demand in our region. These I knew might qualify for Next-Level Jobs funding. Then I looked at what national certifications would fall into that category because I knew the training would need to end with a certification to qualify. Medical occupations are in high demand in our region, and the NHA CCMA was a qualifying certification. This led to a search for a provider that could offer this particular certification within 14 weeks. We discovered Vincennes University offered this. To draw them to our rural area, I enticed them with free classroom space and the knowledge that we would basically do all the marketing to find and fill the cohort.” – *Jan Suding, Jennings County Education Center*
- “We were working with a facility at RCTC to explore different ways to partner, but once RCTC received a [Trade Adjustment Assistance Community College and Career Training] grant, the partnership became much stronger because partnering with ABE [Adult Basic Education] was a requirement of this grant.” – *Nadine Holthaus, Rochester Adult Literacy at Hawthorne*
- “Sort of. There was already a relationship between our K–12 high school and the community college. However, the catalyst for partnership was the shift to the California Adult Education Consortium system and an emphasis being placed on the partnership as a part of the new regulations.” – *Drew Gamet, South Bay Adult School*
- “No. We have had a long-established relationship with our community college for years. They are the ones who have provided the training. Our program also has [memorandums of understanding] with the community college, five local K–12 school divisions, a local [community-based organization] CBO, and our largest city to provide adult education services. We also have letters of support from each of our social service agencies across the area.” – *Rachel Ambrose, Peninsula Regional Education Program*
- “This is a great question; Connections was not built from the ground up. It ended up being an expansion of our already great partnership. As far as where to begin, that is easy. Start by having conversations and then build trust to create working models that benefit all entities.” – *Tammie Hickey, Great Falls Career and College Readiness Center*



What is needed for partnerships to work well?

- “Strategic partnerships need to be mutually beneficial. In our case, Vincennes University makes money on tuitions; our clients have an awesome training opportunity for free through the Next-Level Jobs Workforce Ready Grant; our program benefits through increased enrollments and performance; and our community and employers benefit with a more skilled workforce.” – *Jan Suding, Jennings County Education Center*
- “Common goals; all partners need to see how it will benefit them as well as the students.” – *Nadine Holthaus, Rochester Adult Literacy at Hawthorne*
- “Communication, communication, communication. There has to be a formal structure in place, as well as buy-in from the larger institution (in our case, the community college) for regular communication. There has to be communication between administrations so that planning and ongoing program support is in place. Counselors have to be in communication so that there are structures in place for supporting students during and after the student’s participation in the pathway (both institutions need to be in connection with a [Workforce Innovation and Opportunity Act] I partner). Finally, instructors MUST collaborate with each other and develop a working co-teach model that will support students through highly rigorous instruction. Ultimately, we want there to be a buzz in the business community that students who have gone through our training programs are more effective and better skilled than employees that come from other backgrounds.” – *Drew Gamet, South Bay Adult School*
- “Flexibility!!!! Always following through with what you say you are going to do and being honest when things might not be going as planned.” – *Rachel Ambrose, Peninsula Regional Education Program*
- “Communication, collaboration, creativity, and trust in each other! I would also say having a growth mindset to operate differently.” – *Tammie Hickey, Great Falls Career and College Readiness Center*

Do you have any articulation agreements with community or technical colleges you could share as examples?

- “We have many developmental and college courses articulated.” – *Nadine Holthaus, Rochester Adult Literacy at Hawthorne*

ABE Course Title	RCTC Course Title	Credits Earned/ Articulated
Reading for College & Career 1	Reading 0800	4



Reading for College & Career II	Reading 0900	4
Writing for College & Career II	English 0960	4
Health Science Careers I	Medical Terminology	2
Health Science Careers II	Nursing Assistant Theory	4
Transition to College & Intro to D2L	Admin Office Professional (AOP) 1001	1
National Retail & Customer Service Federation	AOP 2614	3
Career Pathways for Administrative Professionals	AOP 2870	1
Keyboarding	AOP 1020	1

- “We do have a contract between our K–12 district and the community college. However, I am not sure that those documents are useful to look at as they are very much individualized to the contractual needs of each institution. I would recommend looking at other agreements that might already be in place; agreements that your district’s high school(s) may already have with the community college. That is how we began the process. We definitely had district legal counsel involved in the initial draft of the agreement.” – *Drew Gamet, South Bay Adult School*
- “Yes, we have a few examples, one for our Connections 101 and one for our Co-enrollment. The college has been great about putting processes in place that assist easy transition from our Adult Ed program.” – *Tammie Hickey, Great Falls Career and College Readiness Center*

COVID-19

How have you dealt with connectivity issues during COVID-19?

- “We have used grant funds for laptops and hotspots or referred students to community partners who had technology that could be loaned out.” – *Rachel Ambrose, Peninsula Regional Education Program*
- “We have been fortunate that we opened for classes in Fall 2020. Under strict health and safety policies (wearing masks, socially distanced classrooms, hand washing, [using sanitizing] gel in and out of classrooms, and extensive cleaning), we’ve been serving students in person since Fall 2020. We’ve had to remain flexible when students have



missed classes and use Zoom to keep them in class interacting with the other students. We've been able to provide Chromebooks to those who have not had the technology and we've loaned hotspots as well." – *Tammie Hickey, Great Falls Career and College Readiness Center*

For IET programs, how have you adapted dual instruction during the pandemic?

- “We lend Chromebooks and hotspots to students so they can continue class virtually during times when quarantines are needed. Instruction is through Google Meet and Google Classroom.” – *Jan Suding, Jennings County Education Center*
- “After March 16, 2020, we immediately jumped to distance learning. Our community college did likewise as we were both responding to orders given by the same county health department. Luckily, our K–12 district had made an investment into WebEx in a previous year so all we really had to do on our end was some quick professional development for our teachers and instructional aides so that they were proficient in using the platform. As a school, we then reached out to as many students as possible and got some how-to videos up on our website to get as many students as possible using the platform. Likewise, the community college used Canvas and they switched over to online classes quickly as well.

“This, however, highlighted a HUGE connectivity problem for our students. As much as we tried to help; we believe that we lost between 20%–25% of our students because they lacked the tools to access classes online. We also had not put a technology checkout program in place, so we lacked the ability to help students in this way. We are currently working to get that program in place.” – *Drew Gamet, South Bay Adult School*