



IET Design Camp Training Guide





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INTRODUCTION

This Training Guide is designed to provide training teams with everything needed to conduct an IET Design Camp that meets your individual needs. In it, you'll find information and tools to support you as you customize the provided training materials and deliver the instructional components. A listing of all materials associated with the IET Design Camp appears in Appendix A.

IET DESIGN CAMP OVERVIEW

The IET Design Camp and IET Toolkit are part of the Increasing IET Opportunities for Adults technical assistance project supported by the U.S. Department of Education, Office of Career, Technical and Adult Education (OCTAE). The goal of the Design Camp is to be a launching pad to help local providers (and their partners) design, develop, and refine quality IET programs that address student, employer, and community needs while meeting Workforce Innovation and Opportunity Act (WIOA) requirements of an IET.

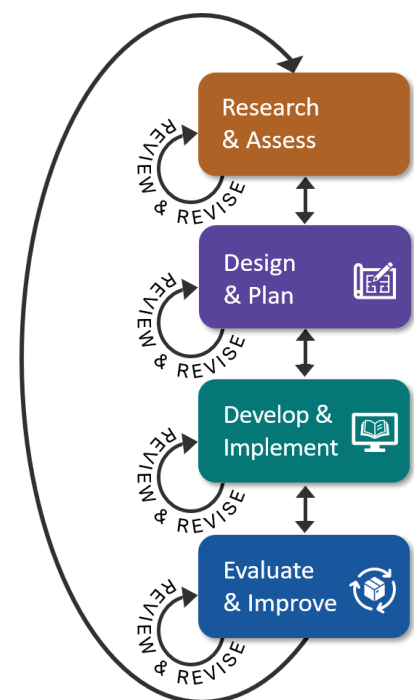
The Design Camp is a:

- Foundational IET design training series that introduces and aligns with the IET Toolkit. Both the Toolkit and the Design Camp guide you through the process of designing and developing customized IET solutions that address the needs of adult learners and local businesses.
- Facilitated hands-on learning that is grounded in the structure of the IET Toolkit and encourages information sharing among participants. Each session is designed to be a participatory and collaborative learning experience, as well as an opportunity to explore and share resources, challenges, and successes so that we can all learn from each other.

Organizational Structure

The Design Camp is organized around a four-phase iterative design process. It was designed to be delivered in a series of six training sessions including an orientation, one session for each phase, and a closing session. There is also a series of three optional cohort meetings between training sessions for Phases 1, 2, and 3.

- **Orientation** provides participants with an overview of the Design Camp, including logistics, format, schedule, and expectations for the training series. In addition, Design Camp trainer(s) will provide an overview of integrated education and training (IET) programs, including Workforce Innovation and Opportunity Act (WIOA) requirements. Finally, participants will take a brief tour of the IET Toolkit and its desk aids and tools.
- **Phase 1 – Research and Assess** begins with identifying an IET opportunity that meets community needs. In the Toolkit and in this training, we outline a strategic process to assess regional workforce development, adult learner needs, and available resources, including potential training providers.



- **Phase 2 – Design and Plan** takes participants through an organized design process to identify program goals, create an evaluation plan, and design a learner experience that addresses the needs of businesses and adult learners.
- **Phase 3 – Develop and Implement** reviews the steps for building contextualized instructional and training materials, based on a single set of learning objectives, and launching an IET program. It also touches on professional development for IET staff and gathering data in accordance with the evaluation plan.
- **Phase 4 – Evaluate and Improve** walks participants through the continuous improvement process for monitoring the implementation of their IET program, gathering data according to the evaluation plan, analyzing the data, and making decisions for improving areas that do not meet expectations. In breakout group activities, participants will draft portions of the Evaluation Plan Template for a sample IET program.
- **Closing** provides participants with a summary of resources available and allows for discussion of the Evaluate and Improve phase and next steps for implementing IET programs.

Flexible Delivery Schedule

The Design Camp is designed for flexibility to allow customization by training teams. Although the structure and schedule provided depicts a nine-week training schedule, as shown in the following table, the components are modular to allow training teams to structure and schedule their program to fit their needs.

WEEK 1	WEEKS 2 & 3	WEEKS 4 & 5	WEEKS 6 & 7	WEEKS 8 & 9
Orientation	Phase 1: Research and Assess	Phase 2: Design and Plan	Phase 3: Develop and Implement	Phase 4: Evaluate and Improve
MONDAY Toolkit Reading Assignment	MONDAY Toolkit Reading Assignment	MONDAY Toolkit Reading Assignment	MONDAY Toolkit Reading Assignment	MONDAY Toolkit Reading Assignment
TUESDAY Training Session	TUESDAY Training Session	TUESDAY Training Session	TUESDAY Training Session	TUESDAY Training Session
	WED – MON Team Activity	WED – WED Team Activity	WED – WED Team Activity	WED – WED Team Activity
	TUESDAY Cohort Discussion	THURSDAY Cohort Discussion	THURSDAY Cohort Discussion	THURSDAY Closing Session

Recommended Design Camp Schedule



Before the Training Session

Before each training session, Toolkit reading assignments familiarize participants with the content for the next session and prepare them to actively participate in the pools, discussion questions, and small group breakout activities during the session.

During the Training Session

Each training session includes a presentation of the instructional content. During the presentation, trainers and/or facilitators provide guidance on WIOA requirements regarding IET programs, explain concepts, provide examples, describe promising practices, and answer questions, as appropriate for the topic.

After the Training Session

Optional activities take place between training sessions to allow participants to dive deeper into the content. These include:

Team Activity

Team activities provide opportunities for teams to begin planning for their IET program or to advance or enhance a current program. These activities complement the previous training session and help prepare participants for the next phase.

Cohort Discussion

Three of the sessions include follow-up cohort discussions, which support additional learning and progress outside and between the training sessions.

Closing Session

After the last training session, training teams may want to hold a closing session to wrap up the Design Camp and discuss next steps. Materials to support the facilitation of this session are provided and, like all of the materials, these are customizable so you can modify them to align with your state's goals.



You may choose to deliver all content in one or two concentrated time blocks, but keep in mind that it is designed to allow opportunities for additional learning and discussion between training sessions. This instructional model promotes retention of the concepts and skills and increases the likelihood that participants will be able to transfer their new knowledge to their jobs.

If you deliver the training in a single block of time, you will likely need to spend more time tailoring the training materials.



DELIVERY OF THE DESIGN CAMP

The Design Camp is designed to be flexible and modular to allow training teams to design their own training program that fits their needs. The IET Design Camp can be delivered virtually, in-person, or as a hybrid, or blended, model. This section provides guidance for delivering the training and descriptions of the training and facilitation resources.

General Structure of Design Camp Training Sessions

The vast majority of the training is done during the main training sessions. These training sessions or content blocks follow a general structure.

Each training session or content block includes:

AS APPROPRIATE THROUGHOUT SESSION

- Welcome
- Review of previous session (except Orientation)
- Overview of the session (agenda)
- Instructional content slides
- Poll(s)
- Opportunities to ask questions and share challenges, successes, and resources
- Breakout group activities with debrief
- Key takeaways
- Next steps

Training Materials

The IET Design Camp training materials support the delivery and facilitation of the training.

IET Toolkit

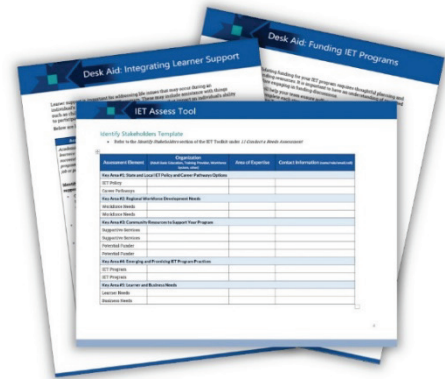
The IET Toolkit is an online resource that guides you through a team-based approach for developing customized IET solutions that address the needs of adult learners and local businesses. The Design Camp directly aligns with the content of the four iterative phases outlined in the Toolkit: Research and Assess, Design and Plan, Develop and Implement, and Evaluate and Improve. The Toolkit provides flexibility to review the phases sequentially or navigate to the phase most pertinent to your work.



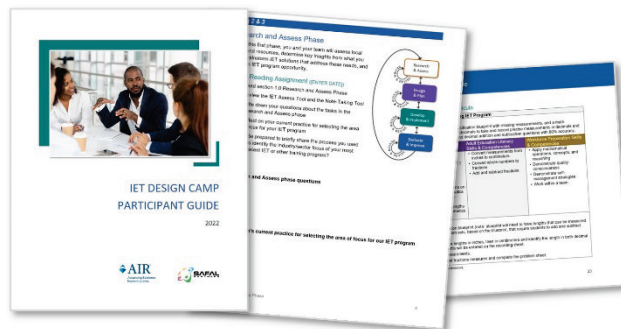
Be sure your entire training team is familiar with the Toolkit, so you can answer any questions participants of the Design Camp may have and so that you can pull out the sections that you want to give extra focus.

Desk Aids & Tools

The Toolkit includes many downloadable desk aids and tools to support teams in applying the concepts and practices in the Toolkit. The desk aids provide more in-depth information on specific topics. The tools are action-oriented to propel your design team to take the next steps in designing your IET program. A full list of all desk aids and tools is provided at the end of the Toolkit.



Participant Guide



The Participant Guide walks IET Design Camp participants through the reading assignments for each of the phases of the Design Camp training and provides resources for breakout discussions during the training sessions and cohort calls. It includes examples of key elements that can be used as references as teams build out their IET programs. The Guide also gives participants space to jot down notes and questions before, during, or after the training sessions.

Facilitation Resources

Each training session utilizes specific resources that are identified in *Appendix A: IET Design Camp Resource List*.

- A. **PowerPoint Slide Deck** (for each training session and cohort meeting) – The slide deck for each training session includes presentation content for each key concept related to the phase being covered. Slides can be customized to the delivery format you choose whether virtual, in-person, or hybrid.
- B. **Facilitator Guides** (for each session and cohort meeting) – The Facilitator Guides outline everything you need to know to facilitate the training, including session logistics, training materials, learning objectives, timing, and talking points for each slide. They are designed to be used in conjunction with the slide deck. For more information about the Facilitator Guides, refer to the next section.
- C. **Breakout Group Activity Materials** (PPTs, instructions, and support materials) – Each session includes several opportunities for participants to break into small groups to complete activities. Any materials needed to support those activities are included in the appropriate training session folder and identified in the corresponding Facilitator Guide.
- D. **Cohort discussion materials** – Phases 1 through 3 include cohort discussions that follow the training sessions for those phases. Materials needed to facilitate and support the optional cohort discussions are included in the appropriate training session folder. These materials include PowerPoint slide decks, Facilitator Guides, and activity sheets.



About the Facilitator Guides

The session Facilitator Guide is your handbook for facilitating the Design Camp. The first section of each Guide provides an overview of the session, logistical information, a list of associated training materials, and the learning objectives (see example on the following page).

You are encouraged to fill out the Logistics section according to your training plan. Information needed to complete it includes the session date, time, and estimated run time, as well as the name(s) of the session's moderator(s), trainer(s), and/or facilitator(s).

Facilitator Guide for IET Design Camp

Orientation

Introduction

Welcome to the Facilitator Guide for the virtual or in-person delivery of the IET Design Camp Orientation. This guide outlines everything you need to know to facilitate the training, including session logistics, training materials, learning objectives, timing, and talking points for each slide. Training teams should a) review this guide and the corresponding training materials (see below) and b) make modifications based on who is delivering the training, when s/he will deliver the training, and how s/he will deliver the training.

Logistics

Date: [ENTER DATE]

Time: [ENTER TIME AND TIME ZONE]

Estimated Run Time: 2 hours [EDIT ESTIMATED TIME AFTER CUSTOMIZING SLIDES]

Technical Assistant: [ENTER TECHNICAL ASSISTANT NAME]

Moderator(s): [ENTER MODERATOR NAME(S)]

Trainers/Facilitators: [ENTER TRAINER/FACILITATOR NAME(S)]

Overview

This orientation will provide participants of the IET Design Camp with an overview of the Design Camp, including logistics, format, schedule, and expectations for the training series. In addition, Design Camp trainer(s) will provide an overview of integrated education and training (IET) programs, including Workforce Innovation and Opportunity Act (WIOA) requirements. Finally, participants will take a brief tour of the IET Toolkit and its desk aids and tools, some of which they will use in various activities throughout the Design Camp.

Training Materials

- PowerPoint Deck: *0.A2_Orientation_PPT.pptx*
- Participant Guide: *Participant_Guide.docx*
- Breakout Group Activity Files:
 - (In-person)
0.B3_Orientation_Breakout_1_Participant_Handout_In-Person.docx
 - (Virtual)
0.B1_Orientation_Breakout_1_Facilitator_Instructions_Virtual.docx
0.B2_Orientation_Breakout_1_Facilitator_PPT_Virtual.pptx

Objectives

After completing this session, participants will be able to:

- Describe [INSERT STATE]'s vision and goals for IET and how this training supports that vision.
- Identify the required components and key characteristics of an IET.
- Describe the overall structure of the Design Camp.
- Describe the use of cohorts (if applicable).
- Access the IET Toolkit and its key resources.

Facilitator Guide – Orientation
1



Talking Points

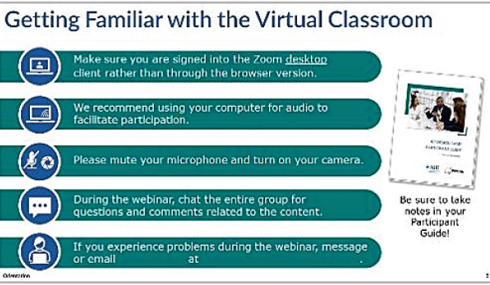
The next section provides detailed information and proposed talking points to assist in the facilitation of each slide in the associated slide deck as shown in the example below. Each slide section includes:

- 1) Slide number and title, including if it is an engagement activity (e.g., poll, chat, breakout activity, etc.).
- 2) Customizable field to add the presenter's name for that slide.
- 3) Estimated time to deliver the content (NOTE: this will vary by trainer).
- 4) Thumbnail of the slide.
- 5) Notes to the training team or to the technical assistance to facilitate virtual delivery or to identify optional content depending on the format you choose.
- 6) Suggested instructions and talking points and any other guidance needed to deliver the content.


1 Slide 5: **Getting Familiar with the Virtual Classroom (OPTIONAL)**

2 Presenter: [NAME]


3 Duration: 1 min.

4 

Getting Familiar with the Virtual Classroom

5  **NOTE – IET Training Team:**

- This is an optional slide. If you are delivering the training in person, delete this slide from the PowerPoint slide deck and from this Facilitator Guide. If you are delivering the training in another platform, edit this slide accordingly.

6  **Present:**

- Next, we want to provide a few key tips and tricks to get the most out of our virtual sessions:
 - Hopefully you're using the *Zoom desktop app* and not the browser version, as the desktop is more reliable.
 - We encourage you to turn your camera on, especially if you're speaking and in breakout rooms. However, if you have bandwidth issues, you may want to keep your camera off to improve quality. And please mute your microphone when not speaking so that we can avoid distracting background noise.
 - Throughout the webinar, we encourage you to use the chat window to ask or answer questions, make comments, or share resources with the group.
 - If you have any technical issues during the session, reach out to [TECHNICAL ASSISTANT NAME] either via private chat or email.
- *NEXT SLIDE*



Slide 5: Getting Familiar with the Virtual Classroom (OPTIONAL)

Presenter: [NAME]

Duration: 1 min.

Getting Familiar with the Virtual Classroom

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

Be sure to take notes in your Participant Guide!



NOTE – IET Training Team:

- This is an optional slide. If you are delivering the training in person, delete this slide from the PowerPoint slide deck and from this Facilitator Guide. If you are delivering the training in another platform, edit this slide accordingly.



Present:

- Next, we want to provide a few key tips and tricks to get the most out of our virtual sessions:
 - Hopefully you’re using the *Zoom desktop app* and not the browser version, as the desktop is more reliable.
 - We encourage you to turn your camera on, especially if you’re speaking and in breakout rooms. However, if you have bandwidth issues, you may want to keep your camera off to improve quality. And please mute your microphone when not speaking so that we can avoid distracting background noise.
 - Throughout the webinar, we encourage you to use the chat window to ask or answer questions, make comments, or share resources with the group.
 - If you have any technical issues during the session, reach out to [TECHNICAL ASSISTANT NAME] either via private chat or email.
- *NEXT SLIDE*

Training teams should carefully review the Facilitator Guide and make any modifications needed to support their Design Camp. Remember that any changes made to the Facilitator Guide should also be reflected in the associated slide deck.

Icons

The Facilitator Guides feature several icons to support facilitation and alert you to specific actions or activities. They are designed to provide “at-a-glance” cues as to what’s next.



Note to technical assistant or training team



Present instructional content using the talking points



Estimated time for a section or an activity



Conduct a breakout group activity or facilitate a group discussion/chat

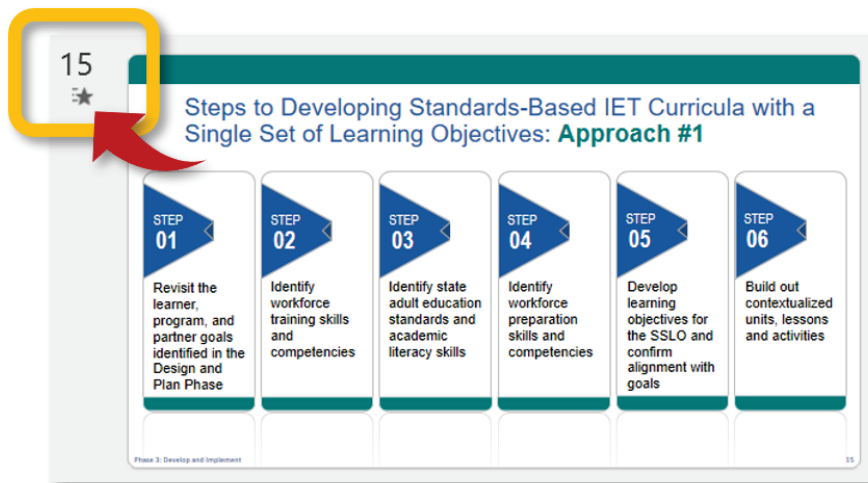


Conduct a participant poll

About the PowerPoint Slides



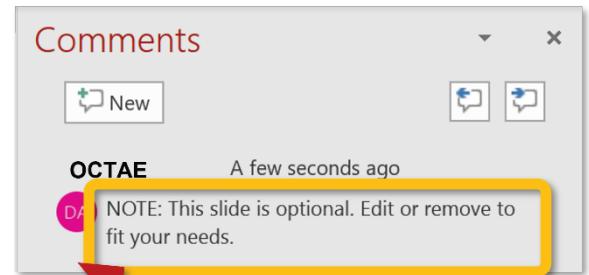
PowerPoint slide decks provide the high-level content trainers/facilitators will cover during the training sessions. The details for each slide are provided in the Facilitator Guides. Some of the slides are designed to build using PowerPoint’s animations. The individual assigned to run the slideshows during the training sessions must pay close attention to the notes in the Facilitator Guides as they move through the session, as they will indicate when there is a slide “build.” When indicated, the slide will build with a click. These slides have a star icon below the slide number in the thumbnail panel when in Normal view in PowerPoint as shown below.



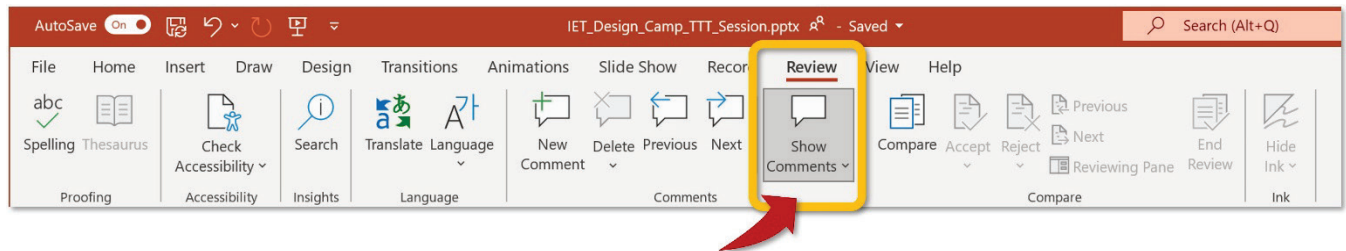
In this example, only the first step is shown initially. As the trainer moves through each step, the person running the slideshow will click to reveal the next step until all steps are displayed.

This allows the facilitator and participants to focus on the content and prevents cognitive overload.

Slide decks also include comments indicating if a slide is optional depending on the format you choose to deliver the material, as shown in the following image. In addition, some slides indicate that training teams may want to customize content to reflect their state's policies, statistics, priorities, or preferences. These notes are provided via the Comments feature in PowerPoint as shown in the following example.



To show comments in PowerPoint, go to the **REVIEW** tab and select **SHOW COMMENTS**.



Training teams should go through the slide deck and make any modifications needed to support their format and training needs. Remember that any changes made to the slide deck should also be reflected in the associated Facilitator Guide.



A WORD TO THE WISE

Familiarize yourself with all the IET Design Camp materials before digging into the training.

Carefully go through all the training materials and customize them to meet your needs.



Technology Needs

Virtual Technology Needs

The IET Design Camp can be delivered using any on-line training platform such as Zoom, Adobe Connect, or Microsoft Teams. If you are planning to deliver the training virtually, keep the following considerations in mind as you decide on the platform that works best for you.

- Does your platform allow you to screen share material?
- Does your platform support chat and poll functionality?
- Can you split into breakout rooms for small group discussions? (Depending on the size of your group, this may not be necessary.)
- Does your platform include options to support accommodations or accessibility needs?
- You may wish to supplement your virtual meetings with whiteboard technology for notetaking or sharing ideas.

For additional guidance on virtual delivery of the Design Camp, refer to *Appendix B: Best Practices for a Successful Virtual Event*.

In-Person Technology Needs

If you are planning to deliver the training in-person, it is recommended that the content be delivered presentation style with one or more facilitators presenting the slide deck projected on a wall or screen. Depending on the size of the room and number of participants, you may need the following equipment:

- Laptop or PC with the PowerPoint slide deck
- Projection system
- HDMI or VGI cable (based on your computer)
- Projection screen or light-colored wall
- Pointing device with new batteries
- Clicker to advance slides (or an assistant)

Participant Engagement

The training sessions include activities related to that session's IET Design Phase to engage participants in the content and allow them to apply what they learned and/or share challenges and ideas.

Breakout Group Activities

Every session includes one or more breakout group activities in which participants engage with the Design Camp's tools and resources and work together to complete an activity or discuss the presented content in the context of their own IET or other adult education programs.

Virtual

If the Design Camp is delivered virtually, the breakout group activities will be organized as breakout rooms in the technical platform (e.g., Zoom, Teams). Refer to the technical guide of your selected delivery platform for instructions on setting up breakout rooms.

***In-person***

If the Design Camp is delivered in-person, breakout group activities can be organized as table discussions or any format that aligns with the space and resources available. Training teams are encouraged to be creative with the activities to promote engagement.

Polls and Discussions/Chats

Every session includes polling and large group discussion prompts that you can use “as-is” or customize them according to your preferences.

Virtual

If the Design Camp is delivered virtually, the polls will need to be set up before delivering the session using the polling function in your delivery platform. Customize large group discussion prompts as chats or polls as identified in the PowerPoint slides and facilitator guides.

In-person

If the Design Camp is delivered in-person, polls and chats can be facilitated by encouraging direct audience feedback (e.g., “By raise of hands, who identifies with option 1?”).



PROCESS FOR HOSTING A DESIGN CAMP

Hosting an IET Design Camp requires careful planning. This section provides guidance to help ensure your Design Camp is successful.

1. Decide the format (structure, timeline, format (virtual/in-person/hybrid)).
 - See the Technology Needs section above for technical considerations for delivering the Design Camp. Note that the materials will need to be customized based on the format that is used.
2. Secure qualified trainers/facilitators.
 - The IET Design Camp requires a significant amount of time and energy to support and deliver, so we recommend a team approach that includes a logistical coordinator to manage event logistics and communication with participants, technical expert(s) experienced in the format delivery platform, and content experts who have training/facilitation experience. We suggest that facilitators/trainers participate in a train-the-trainer event focused on delivery of the IET Design Camp and have significant IET Design and Implementation experience.
3. Identify and invite participants; communicate with confirmed participants.
 - The IET Design Camp curriculum was developed to foster relationships and collaboration among IET stakeholders. We recommend spending time reviewing the materials before determining the participants who would benefit from attending. Participants will vary based on the resources and goals for the training.
 - As you plan your IET Design Camp, develop a communication plan to track when and how to communicate with participants throughout the camp. *Appendix C: Sample Invitation to Design Camp Training* provides sample language to invite participants to the Design Camp, which can be customized to your plans. You may also consider sending emails to participants during the Design Camp to provide reminders of next steps between sessions or share additional resources.
4. Prepare for each session.
 - Although each session has unique goals with differing participant activities, preparation for each session is similar.
 - Prior to each session, remember to: prepare and tailor the PPT slides and facilitator guides, load polls into your virtual platform or identify how you will handle polls in face-to-face discussions; plan for breakout room discussions.
 - After each session, collect feedback from your training team on any adjustments needed for the next session, and remind participants of activities that should occur before the next session.



Appendix A - IET Design Camp Resource List

This list includes all the resources included as part of the IET Design Camp Train-the-Trainer program.

General

Training Guide (this document)

- IET_Design_Camp_Training_Guide.docx

Participant Guide

- Participant_Guide.docx

Orientation

Main Session

- 0.A1_Orientation_Facilitator_Guide.docx
- 0.A2_Orientation_PPT.pptx

Breakout Group Activity #1

- 0.B1_Orientation_Breakout_1_Facilitator_Instructions_Virtual.docx
- 0.B2_Orientation_Breakout_1_Facilitator_PPT_Virtual.pptx
- 0.B3_Orientation_Breakout_1_Participant_Handout_In-Person.docx

Breakout Group Activity #2

- No resources needed

Research and Assess - Phase 1

Main Session

- 1.A1_Research_Assess_Facilitator_Guide.docx
- 1.A2_Research_Assess_PPT.pptx

Breakout Group Activity #1

- No resources needed

Breakout Group Activity #2

- 1.B1_Research_Assess_Breakout_2_Facilitator_Handout.docx

Cohort Meeting

- 1.C1_Research_Assess_Cohort_Facilitator_Guide.docx
- 1.C2_Research_Assess_Cohort_5 Key Research Areas_PPT.pptx
- 1.C3_Research_Assess_Cohort_Intro_PPT.pptx

Design and Plan – Phase 2

Main Session

- 2.A1_Design_Plan_Facilitator_Guide.docx
- 2.A2_Design_Plan_PPT.pptx



Breakout Group Activity #1

- 2.B1_Design_Plan_Breakout_1_Facilitator_Guide.docx
- 2.B2_Design_Plan_Breakout_1_Facilitator_PPT_Virtual.pptx

Breakout Group Activity #2

- 2.B3_Design_Plan_Breakout_2_Facilitator_Guide.docx
- 2.B4_Design_Plan_Breakout_2_Facilitator_PPT_Virtual.pptx

Cohort Meeting

- 2.C1_Design_Plan_Cohort_Facilitator_Guide.docx
- 2.C2_Design_Plan_Cohort_Intro_PPT.pptx

Develop and Implement – Phase 3

Main Session

- 3.A1_Develop_Implement_Facilitator_Guide.docx
- 3.A2_Develop_Implement_PPT.pptx

Breakout Group Activities #1 & #2 (use same files)

- 3.B1_Develop_Implement_Breakouts_1-2_Facilitator_PPT_Virtual.pptx
- 3.B2_Develop_Implement_Breakouts_1-2_Facilitator_Guide.docx

Cohort Meeting

- 3.C1_Develop_Implement_Cohort_Facilitator_Guide.docx
- 3.C3_Develop_Implement_Cohort_Intro_PPT.pptx

Evaluate and Improve – Phase 4

Main Session

- 4.A1_Evaluate_Improve_Facilitator_Guide.docx
- 4.A2_Evaluate_Improve_PPT.pptx

Breakout Group Activities #1 & #2 (use same files)

- 4.B1_Evaluate_Improve_Breakouts_1-2_Participant_Handout.docx
- 4.B2_Evaluate_Improve_Breakouts_1-2_Facilitator_Guide.docx
- 4.B3_Evaluate_Improve_Breakouts_1-2_Facilitator_PPT_Virtual.docx

Closing

Main Session

- 5.A1_Closing_Facilitator_Guide.docx
- 5.A2_Closing_PPT.pptx

Breakout Group Activity #1

- No resources needed

Breakout Group Activity #2

- 5.B1_Closing_Breakout_2_Notetaking_Tool.pptx



Appendix B - Best Practices for a Successful Virtual Event

Before the Event

Practice session

Bring all presenters and support staff together to practice facilitating this event and test technical equipment (i.e., computer, internet strength, audio, etc.).

Internet connection

Connect directly to the fastest internet connection available. Avoid using wireless, if possible.

Equipment

Log in to the meeting or webinar using the same computer, phone, internet connection, and software as you did on the practice event. If any part of your set-up is different (location, computer, phone, internet connection), let the technical team know.

Audio quality

Use a good-quality headset connected to a land line. Speakerphones, wireless microphones, ear bud microphones, low-quality headsets, and cell phones cause voice fluctuations, as well as issues with volume, clarity, and background noise that are transmitted to attendees and audible in the recording.

- If you must use a cell phone or wireless headset, make sure devices are fully charged.
- If you are using a speakerphone, speak directly into it. Avoid turning your head to look at your computer screen, down at notes, or at others in the room. Mute the speaker phone before moving it between presenters.

Program closure

Close email, instant messaging, and other programs not being used for the presentation. This frees up bandwidth (if using Wi-Fi) and memory, potentially increasing computer performance, and provides the best screen sharing experience (if using).

Cell phones

Turn off your cell phone or set to silent. Do not set your phone to vibrate – the sound is often picked up by your microphone and audible to attendees.

Environment

Join the event from a quiet place where ambient noises (dogs barking, street noise, co-workers talking, etc.) are minimized.

- Presenters' telephone lines may pick up audio from colleagues nearby listening to the event via computer speakers creating audio issues.
- Consider isolating yourself from those who might attend the event from their own computer using speakers.

PPT

Print a hard copy of your PowerPoint slides and script/notes in case you lose connection to the software. This enables you to continue presenting over the phone while a team member shares the slides for you.



Set up polls and breakout rooms

Make sure all polls are loaded and ready to be launched at the appropriate time. Create breakout room lists, including facilitators. If you are using pre-assigned groups, set up the rooms ahead of the session.

Log-in time

Event staff and presenters should log into the session 30 minutes prior to start time to test audio and meeting room features before attendees are allowed into the meeting room. After successfully connecting, there may be time to grab a last-minute glass of water or review your notes.

Webcams

- Feed stability - Make all efforts to hard wire to the internet when using webcams. Wi-Fi can cause the feed to become choppy or frozen. If this happens, make certain all other programs are closed. You may also try pausing your feed or closing your webcam, if necessary.
- Lighting – Experiment with the lighting in your space by trying a combination of overhead lights, lamps, and natural light. You may need to adjust the brightness of your webcam light. Avoid sitting directly in front of a window, which will cause you to appear in silhouette.
- Position – The webcam should sit at about eye-level or just above. Laptops can be propped up on books, boxes, etc. to achieve the best height.
- Visual – Aim for a simple, uncluttered background. Keep ceiling and other fans out of the shot and avoid wearing narrow stripes – these can create distracting visual effects. If using a laptop, pause the webcam feed when typing to avoid shaking the built-in camera. Maintain natural body language and gestures when speaking and keep unnecessary movements to a minimum (for example, fiddling with things in your environment; use pause if you need to!).

During the Event

Recording

If you plan to record the training sessions, be sure to inform all participants. Each slide deck includes a sample recording notice that you can customize. Assign someone to record the session.

Muting

Keep your audio line muted unless actively speaking. Whether using phone audio or computer audio, this may be done on-screen in the software (ask technical staff how if unsure) or by muting your device directly. Special note if using phone audio: Muting your computer speakers may prevent echoes/feedback loops. Please do not double-mute yourself on both the phone and in the meeting or webinar software.

Chat feature

Use the chat feature to communicate with fellow presenters and event staff. Assign someone to monitor the chat. If the platform has a “To:” dropdown menu, double-check the message recipient every time before clicking Send. Avoid asking technical and logistical questions verbally on-air.

Screen sharing

Programs or files to be shared via screen share should be open and ready to demonstrate. Close all unnecessary applications. Select carefully from the screen share options given to share only as much as is needed.



Facilitation Tips

Know when to be quiet

It's best to avoid unexplained silences. However, when intentional, planned silences can have powerful effects. Pregnant pauses for audience members to form questions and respond to polls are good examples. Always let the audience know what you're up to, for example, "I'll be silent for a moment as you XYZ."

Know when to speak and how to fill the silence

Occasionally, you may need a moment to gather your thoughts, check your notes, or sort out a technical issue. It would be easy to go silent at these times, but there are other options that won't leave your audience guessing what happened or in a panic that their screen has frozen. Try passing things over to technical staff or co-presenters (explaining why you need a moment in a private chat if possible). You can also stall by reminding the audience to ask questions, explaining where the slides and other resources are archived, or by sharing some other familiar piece of information.

Encourage engagement

Meeting virtually can make it easy for attendees to "sit and get." They're less likely to be multitasking during the presentation if you use a few tricks like making the most of the meeting platform's features (polling, chat, breakout sessions, etc.) and even picking on attendees by name. Try asking an audience member you know to share an example or story related to their work or the meeting topic. This works well when trying to fill unplanned silences (see above)! Feel free to call on any attendee – the key is to do so specifically by name. Make certain to provide ample time for them to unmute, filling the silence by commenting on the chat conversation or giving a reminder.

Reference items on screen

Consider briefly describing images, graphics, and charts used in the presentation (e.g., "The graphic on the screen depicts the four iterative phases in the IET design process."). This helps re-engage those participants who might have drifted away as well as anyone who might have accessibility needs. It can also be helpful to paraphrase questions and comments coming into the chat or Q&A features as well as polls for the same reasons.

Emulate your favorite talk show host

Ever notice how your favorite television or radio talk show host pauses the discussion often to explain what's happening and what's about to happen? Go ahead and try it! This helps the audience stick with you through the presentation. Talk show hosts also reiterate, add to, and ask questions of their presenters and audience members, making for engaging discussion.

Plan for Q&A

Sometimes participants are shy. Don't be afraid to give them a nice long moment of silence to think of a question and type it into the meeting software or work up the nerve to ask their question verbally. You might also want to have a few prepared questions to pepper in. Try saying something like, "A lot of people ask XYZ," and then provide the answer. Or, "Here's another question . . ."



Appendix C – Sample Invitation to Design Camp Training

This appendix provides a sample of how to communicate event details about your Design Camp.

IET Design Camp Event Details

In an effort to increase the number of programs delivering high-quality IET programs, we are offering a **IET Design Camp** training that accompanies the **IET Toolkit**. The Toolkit and Design Camp are intended to help state and local adult education providers better plan, design, implement, and assess effective IET programs and were originally developed with support from the U.S. Department of Education, Office of Career, Technical and Adult Education.

Timeframe: [INSERT timeframe (e.g., each Design Camp is scheduled for 9 sessions over 9 weeks)]

Location: [INSERT platform details or in-person location]

Registration Deadlines: [INSERT date]

Questions? Please contact [INSERT name and contact information]

What is the IET Design Camp?

Each IET Design Camp is made up of nine virtual sessions intended to help local adult education professionals understand how to plan, design, implement and assess effective IET programs using the IET Design Toolkit.

Week	Activity	Activity
1	Design Camp Orientation	1 Zoom Webinar
2 3	Phase 1: Research and Assess	Each 2-week block includes - Read-ahead assignment - 1 training webinar - 1 team activity - 1 cohort call
4 5	Phase 2: Design and Plan	
6 7	Phase 3: Develop and Implement	
8 9	Phase 4: Evaluate and Improve and Closing	
IET Toolkit		

What will I learn in the IET Design Camp?

Over the course of the Design Camp, participating local teams will learn how to:

- Conduct and synthesize research, identify insights, brainstorm potential IET solutions, and select the IET program to develop.
- Use a Planning Tool to define the IET program goals and develop a work plan.
- Draft a Curriculum Design Document to align and map the IET curriculum.
- Develop a single set of learning objectives that incorporate assessment and credentials.
- Incorporate input from peer-to-peer exchange into design efforts as appropriate.
- Draft a Program Evaluation Plan and IET Action Plan.



Who should participate in the IET Design Camp?

We are looking for individuals with the following characteristics:

- Demonstrated interest in enhancing IET program delivery.
- Empowered to make decisions on IET design.
- Reflective of diverse IET experience, from beginner to expert, and large and small programs.
- Available to actively participate and committed to attending all scheduled events.

What are the expectations for IET Design Camp participants?

The IET Design Camps are designed to help you research and assess potential IET opportunities and begin designing programs. Participants will learn from peers, share ideas and resources, and complete a series of activities. Facilitated, weekly webinars and “at home” activities will provide opportunities to learn new information and skills, engage with peers, explore questions and challenges, and discuss solutions.

Training Schedule

The nine webinars will be scheduled for 60 to 120 minutes each following the schedule below. Each team member is expected to engage in all webinars and activities.

[INSERT SCHEDULE]

Team Activities and Assignments

In addition to webinar participation, you should plan on spending between 10 to 12 hours across the training series reading specified sections of the IET Toolkit in advance of training sessions and completing team activities after training sessions to prepare for cohort calls.

Cohort Meetings Between Training Sessions

After three of the training sessions, there will be a cohort meeting the following week to further explore the topic.

How do I register for the IET Design Camp?

[INSERT registration method]