

TRANSCRIPT: INTEGRATED EDUCATION AND TRAINING: TECHNICAL ASSISTANCE KICK-OFF

SLIDE 1: HEIDI SILVER-PACUILLA

Welcome to a presentation on Integrated Education and Training. Kicking off a technical assistance effort for the whole year, jointly delivered by delivered by the Virginia Department of Education and the Virginia Community College System. I'm Heidi Silver-Pacuilla, I'm the Adult Education Coordinator at the Virginia Department of Education.

SLIDE 1: JAMES ANDRÉ

And I'm Jim Andre, Director of Adult Coaching and Transitions Programs in Workplace development at the Virginia Community College System.

SLIDE 1: HEIDI SILVER-PACUILLA

Great let's get started.

SLIDE 2: HEIDI SILVER-PACUILLA

This video will cover several key topics that frame the Integrated Education and Training model, known as IET. We'll start with Virginia's vision, drawn from the Combined State Plan, then review the legislative definition and regulations guiding IET programming. We'll review some of the common challenges, opportunities and solutions in delivering this model and end with some resources and dates for upcoming events.

SLIDE 3: JAMES ANDRÉ

Virginia's Combined State Plan for implementing the Workforce Innovation and Opportunity Act lays out a broad and ambitious vision of the roles of education and workforce development to support a healthy economy. This slide highlights Goal #2 which speaks directly to the work of integrating education and training: *Achieve measurable skills development in our job-seeking customers in the form of workforce credentials that matter to business.*

Integrated Education and Training really can fulfill this goal by supporting adults to learn academic content along with occupational training that leads to an industry-recognized and industry-rewarded credentials.

SLIDE 4: JAMES ANDRÉ

The goal of the technical assistance this program year is to strengthen IET programming.

We're looking to help strengthen relationships within local workforce development systems. Wherever you are in VA, we want education and training providers to work closely together to prepare residents for good jobs in their region.

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We want to help you up your IET game. To meet our ambitious state goals, we will need to increase the rigor of the training and industry-recognized credentials offered, and ensure more adults are enrolling in and completing programs with solid skill gains and credentials so they can advance in their careers.

SLIDE 5: HEIDI SILVER-PACUILLA

This is the definition of IET taken from the legislation. Take a moment to read it, and we will spend the next few minutes delving into the component parts.

SLIDE 6: HEIDI SILVER-PACUILLA

The three key required components to make up an IET service approach are:

- a. Adult education and literacy activities
- b. Workforce preparation activities, and
- c. Occupationally specific workforce training, as defined under Training Services

Each component is defined in the legislation or regulation and the links are provided here.

All three components must be offered, and they must be offered in a specific, integrated manner.

SLIDE 7: HEIDI SILVER-PACUILLA

It is worth pausing to look at the definition of workforce prep activities. Although the term is familiar to most of us who work with adults, the definition is quite precise and includes many skills and competencies. The start of the definition emphasizes that these many skills and competencies should be taught in combination with academic instruction.

We've seen these terms appear in previous years in various lists such as soft skills, 21st century skills, SCANS skills, and most recently within the framework of employability skills. As you think about incorporating workforce prep activities into your programming, remember that these concepts should not be considered an add-on or extra burden to teach but rather an enrichment of rigorous academic instruction as well as woven into the occupational training services.

SLIDE 8: HEIDI SILVER-PACUILLA

The I of IET, Integration, has specific meaning.

Services must be offered concurrently and contextually within the scope of program. A program could be a single semester or it could be two semesters; or it could be a short-term bootcamp. Whatever the overall scope is, all three components must be of sufficient intensity and quality, occur simultaneously and use occupationally relevant materials. The regulations do NOT provide

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guidance on the percentages of time for each component, and note that they also do not specifically require co-teaching. There are many ways programs can coordinate this integration. The regulations DO emphasize the academic learning that is expected of participants.

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Integration also means that the planned learning objectives for the student experience, those that cover the whole scope of the course, are shared by the academic and occupational instructors.

The shared learning objectives that define the scope should be such that students experience seamless support through their coursework, that they are learning the concepts, skills and vocabulary in their adult education activities that are applied in the occupational training. The objectives should be crafted to cover the overall scope of the IET program.

SLIDE 10: JAMES ANDRÉ

How can we ensure that an IET experience will have a positive outcome for individuals? Because it is structured to be rigorous and taught according to rigorous standards, locally relevant, and part of an enacted vision in the region and state for career pathways and opportunities for career advancement.

We will be speaking about the vision and work of career pathways in VA in future events.

SLIDE 11: JAMES ANDRÉ

Section 134 of WIOA describes the types of training available under Title I funding. The list includes occupational training for adults, dislocated workers, youth, and incumbent workers. In addition, the section acknowledges basic skills, IET, work-based learning, and customized training to meet an employer's needs as eligible training programs. Interestingly, the section identifies job readiness training as an eligible service, but only when it is delivered in the context of another training program.

SLIDE 12: HEIDI SILVER-PACUILLA

Integrated English Literacy and Civics Education, or IELCE, is a particular type of programming offered by adult education providers to support English language acquisition. This slide describes the eligible population and the components of the model. Note that when this model is provided as a service with Section 243 funds, the services must be provided in combination with IET and additional requirements are attached.

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There are at least 2 ways to meet the IET requirement of IELCE. As we discussed under Training Services, there are multiple opportunities to partner with training providers who could co-enroll

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students in training services. In this model, WIOA Title I dollars would be funding the training while Title II dollars would be used for adult education and workforce preparation activities.

In the second option, Title II dollars could be used to support the entire IET programming IF the training provided falls within the guidelines for Training Services. With extremely limited funding however, this model would not allow adult education programs to support as many students as would partnering.

SLIDE 14: JAMES ANDRÉ

Clearly this IET service approach is complicated, has many new requirements, and is best delivered with partners. So let's look at common challenges and identify some solutions that are already working for service providers and learners in Virginia.

SLIDE 15: JAMES ANDRÉ

Sometimes programs are concerned that the time commitment for a full IET program is too great for busy or stressed students. Here are some ideas for increasing the enrollment and improving the chances that students persist to completion. Getting students who are ready to commit to an IET experience is critical; recruit students deliberately, prepare them, and arrange for supportive services to help them be successful.

SLIDE 16: JAMES ANDRÉ

Part of your recruitment strategy will be to build your IET program around in-demand credentials that will yield results for the completers. Where are the openings in your region and what credentials are employers looking for in new hires and for advancement? Work with your Local Workforce Board to identify these, learn about the number of current openings and the salary range for those positions. This information will help you recruit and retain students – and your graduates will be your best outreach into their communities.

With an eye toward career pathways, identify credentials that will assist workers to grow within an occupation and can help your students with career exploration and awareness. Perhaps you can start with an IET program that offers an entry-level credential and plan for future cohorts with more advanced, advanced credentials.

SLIDE 17: JAMES ANDRÉ

So how do you identify a qualified provider of training willing to work on a new model of service delivery? One key aspect you are looking for in a partner is that they are respected by and seen as credible within the business community. Are their trainees hired by local businesses? How well does training prepare students for third-party credential attainment?

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The community colleges are an excellent place to start. You may find that you can work with your local community college to create a separate schedule for an IET cohort so that the students' time is booked as efficiently as possible. Non-credit options can provide short-term training that leads to stackable credentials at low cost or no cost to the students.

The college may also request support of students who are in an in-demand program but need additional academic or English language support to be successful.

The Local Workforce Board would also be able to share their Eligible Training Provider list. These providers may be open to coordinating a cohort to support students who may otherwise struggle.

And employers in your area may also be sources of partnership to identify career advancement training for a cohort of their incumbent workers. The specific training may be provided by the employer, but the supporting academic or language support could be offered through an IET partnership with adult education providers.

SLIDE 18: HEIDI SILVER-PACUILLA

As discussed earlier as part of “overall scope” of an IET program, the three components must be offered concurrently. Students should be learning in both adult education and occupational training at the same time. The laws and regulations do not specify the time commitment of each component across the duration. As IET programs are designed, you may want to front load more academic and language preparation coursework while phasing in the occupational training. As the training ramps up and students are spending more of their time in the training component, the adult education and workforce prep activities can lessen to more of a supporting role. **HOWEVER**, at no time during the overall scope should students be enrolled in only one component; while the balance can shift, no component should be zeroed out.

SLIDE 19: HEIDI SILVER-PACUILLA

The type of programming and teaching that IET requires may be new to teachers and administrators. Coordinating the academic and workforce prep coursework with the occupational materials and sequence will require communication and co-planning. Funders will expect to see that instructors are supported to have collaborative planning time for this activity. Creating a timeline and sequence for the scope of the project would help instructors, administrators, and students understand how the activities function cooperatively.

SLIDE 20: JAMES ANDRÉ

Let's hear from some students who have gone through a Middle College program, working on their high school equivalency as well as a Certified Nursing Assistant certificate.

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SLIDE 21: YOUTUBE VIDEO

IVONA B.

It's a special occasion because we are here today because we completed our CNA and now we are just waiting to do our state boards so we have been working since October to get to where we are at today. It was GED and CNA combined so we were working on getting our GED first and then after Christmas break, we went straight into CNA. I heard about the middle college program through another graduate and I thought it was either now or never because if I don't make a change in my life that it's not going to be very bright future so I wanted to do what I knew that I could accomplish.

RACHEL AMBROSE

I think using the PluggedIn Virginia model where students are working on their GED in addition to having contextualized instruction for a career specific industry certification has been a great addition to the Reynolds Middle College program, I know that Miss Washco was looking for something additional, you know what's the next step for students that were coming out of her program with getting their GED and so I think the adult ed partnership has provided that next step because it was a model that we have been using for a number of years and I think it has benefited the Middle College program here at Reynolds greatly.

IVONA B.

My favorite part about this CNA part is actually being able to help the ones that can't help themselves like we were able to get up in the mornings and shower and make breakfast include ourselves and where others are not, so I love to be able to help someone in need.

RACHEL AMBROSE

You know the endgame for is a job you know do they have an opportunity for employment and I think the program has demonstrated that's its rigorous enough, and that's its providing the necessary workforce skills and credentials to get them employment.

SHANTIA D.

When I came into this program, I was 31 by the way, I've taken the GED test twice that's once when I was 18, and once when I was 21 and I pretty much gave up after the second time I took it and when I heard about this program my friend brought me down here to find out we was both

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supposed to go through this program together, but I ended up sticking with it and she didn't and I'm actually glad that I did. Miss Washco, Miss Amy, Miss Bryd, Miss Epps, everybody has been a tremendous help to us, when we came into this program a lot of us, like you said, had our own personal battles. Everybody's going through different things and I believe this program has helped a lot of different was not just education wise, but mental wise and believing in ourselves which is something a lot of us never did and we never had the support before we came here. As far as the CNA part, I'm grateful to Miss Wolff for helping us with that and the lab for Miss Johnson, it really helped us realize, what we were about to get ourselves into and prepared us for when we went to our sites at Virginia Home and Autocare. I just want to thank everybody that believed in us and told us to keep going and I originally got into this program to make a better future for my children, and at this point I'm worried about myself, but I'm beyond myself and I just want to make sure that I have something that I can give to my kids, you know good advice to keep pushing forward and stay in school and so the right things in life. So, with that being said I just want to say thank you to everyone and we got this.

SLIDE 22: HEIDI SILVER-PACUILLA

We will be offering technical assistance and professional learning opportunities throughout the coming year. We recognize that there is much to discuss with service providers about what's working for students and where there are challenges. We look forward to having interactive webinars, online discussions, and to seeing you at conference presentations around the state. You can stay tuned through the VALRC website, listed on the Resource slide.

SLIDE 23: HEIDI SILVER-PACUILLA

These resource sites will help you track IET regulations as well as available technical assistance resources.

SLIDE 24: HEIDI SILVER-PACUILLA & JAMES ANDRÉ

And if you have any questions. Please contact us. Thank you.