

Establishing a Workforce Education Initiative with IET Curriculum

HANDOUTS

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WORKFORCE EDUCATION INITIATIVE (WEI) 2019

Are you ready to approach employers to establish a Workforce Education Initiative (WEI)? Here are some considerations to take into account.



RELATIONSHIP BUILDING

- Promote your program's services and success at every opportunity in your community
- Identify WIOA partners and meet to discuss roles and opportunities to collaborate
- Contact your regional workforce board's Business Services
- Network strategically in your community (e.g., service groups, forums)
- Connect with peers and IAACE Employer Engagement Committee

DATA GATHERING

- Know your region's demographics (e.g., education, income, employment)
- Read and understand your regional workforce board plan
- Continue regular communication with workforce partners to keep up with employer training needs
- Look for employer hiring information: news, advertisements, company websites, industry publications
- Know your program statistics related to effectiveness and outcomes
- Understand how adult education funding streams can be used
- Explore other potential WIOA and outside funding streams
- Learn the language of business and training

APPROACH EMPLOYERS

- Identify potential employer partners based on regional and local industry needs and opportunities
- Reach out to company CEO/Owner/Executive when there is a potential for partnering
- Gauge willingness of employer to address skill deficiencies and enter partnership with adult education
- Ask employers to identify and discuss basic, technical, and employability skill requirements
- Discuss employer contributions

PLANNING

- Determine program design and essential elements: staffing, scheduling, curriculum, evaluation
- Engage employers in program design, curriculum development and work-based learning
- Develop Memorandum of Understanding (MOU) with employer
- Designate key communicators and program benchmarks, and invite feedback as program develops
- Monitor, maintain communication, and adjust program as necessary
- Be flexible, patient, persistent, and innovative!

Adults Age 18 to 64 without a High School Diploma or HSE, 2016

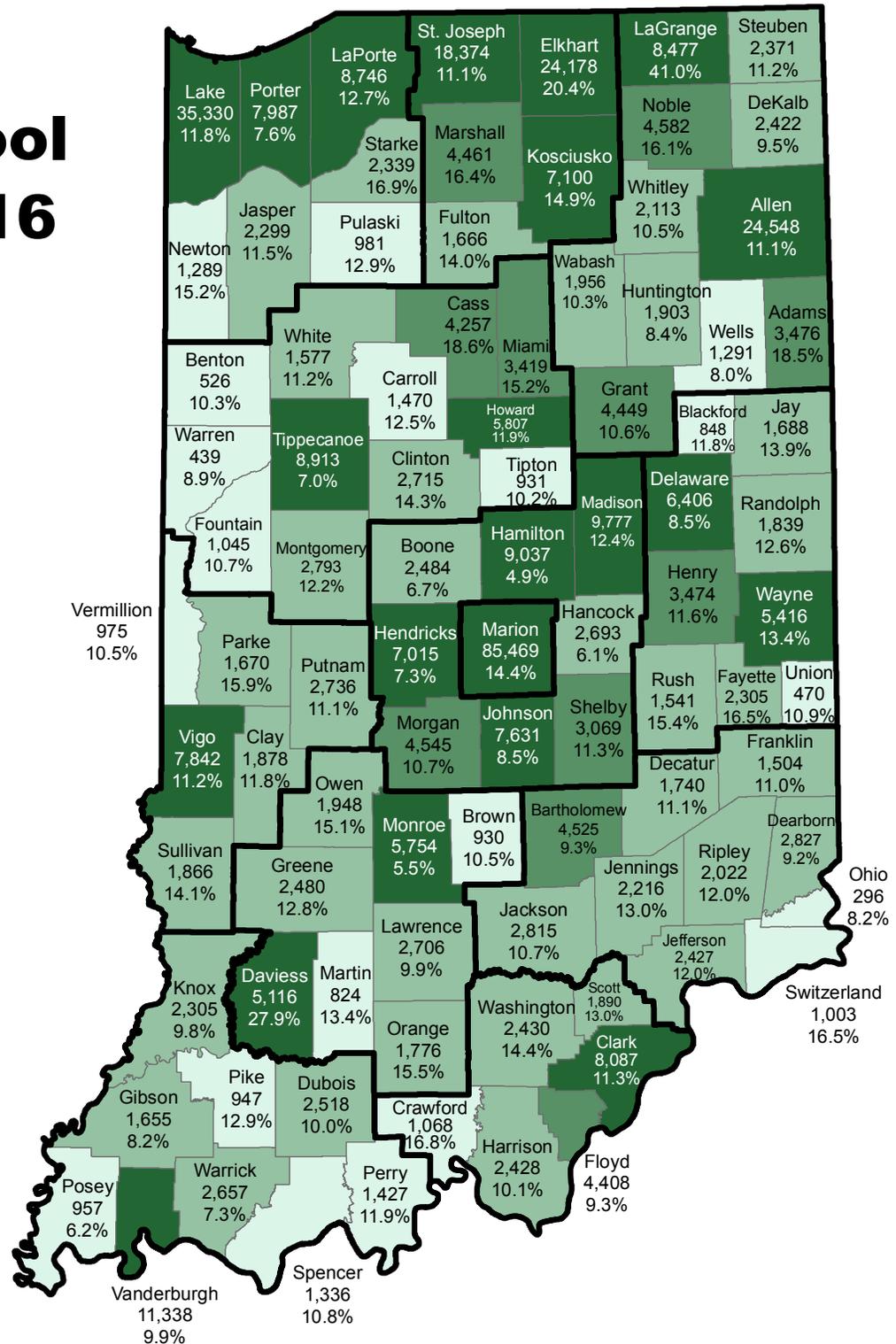
Indiana = 467,264 adults (11.5% of total age group)

Number of Adults

- 296 - 1,500 (20)
- 1,501 - 3,000 (39)
- 3,001 - 5,000 (11)
- 5,001 - 85,469 (22)

Economic Growth Region

Labels also show the percent of adults in this age group without a high school diploma or high school equivalency (HSE).



Map produced by the Indiana Business Research Center, using the American Community Survey 2012-2016 five-year estimates that were released by the U.S. Census Bureau in December 2017.

Earn A Certificate

In partnership with the Department of Workforce Development, the Adult Education Program can now offer training through the WorkINdiana Program. Earn a Certificate in 14 weeks or less.

The WorkINdiana Program allows a student to study for the High School Equivalency test while also pursuing a career certificate in twelve career pathways:

- ♦ Administrative Assistant (MOS)
- ♦ Automotive Maintenance & Light Repair (ASE)
- ♦ Automotive Brake Technician (ASE)
- ♦ Truck Driver Heavy/Light and Tractor Trailer (CDL Class A or Class B)
- ♦ Certified Clinical Medical Assistant (CCMA)
- ♦ Certified Nursing Assistant (CNA)
- ♦ CNC Operator (NIMS Level I)
- ♦ Computer Support Specialist (Comp TIA A+)
- ♦ Electronic Bookkeeper (Quickbooks)
- ♦ Electronics Technician (EST/CET/ESA-4 Digital)
- ♦ Welder (Entry Level AWS)
- ♦ HVAC Technician (HVAC)

*Please see the individual career pathways to learn more about each career certification.

Eligibility

1. Currently attending Adult Basic Education (ABE) classes, working toward High School Equivalency (HSE) Diploma.
2. Received High School Equivalency (HSE) Diploma recently through Adult Basic Education.
3. Have received a High School Diploma or a High School Equivalency HSE Diploma and need improvement in English, Math or Reading skills.

Contact the ABE center or WorkOne provider in your area for more information.



MCCSC Adult Education Broadview Learning Center



705 W. Coolidge Drive
Bloomington, IN 47403
(812) 330-7731
www.mccsc.edu/adulted
rmoore@mccsc.edu
WorkOne Bloomington
(812) 331-6000



Brown County Adult Education

246 E. Main Street
Nashville, IN 47448
(812) 988-5880
www.eagleseye.net/crc/
cwrightsman@browncountyschools.com
WorkOne Nashville
(812) 988-6601, Ext 1930

Turning Point Education Center

4516 W. State Road 54
Bloomfield, IN 47424
(812) 659-2533
www.openarmschristian.com/TPEC.html
michelle@openarmschristian.com
WorkOne Linton
(812) 847-4479

Owen County Adult Education

Owen County Public Library
10 S. Montgomery Street
Spencer, IN 47460
(812) 829-3392
www.owenlib.org
rcarver@socs.k12.in.us
WorkOne Spencer
(812) 829-6511

This WIOA Title I financially assisted program or activity is an equal opportunity employer/program. Auxiliary aids and services are available upon request to individuals with disabilities.

Region 8 uses Relay Indiana for all TTY / TDD contact.

Access Relay Indiana by calling 711.

Revised 6/7/2018



WorkINDiana Programs

Admission Requirements:

- ◆ Enrolled in Adult Basic Education classes 12 hours or more.
- ◆ Complete Indiana Career Explorer Assessments.
- ◆ Attend Career Interest and Financial Literacy Workshops.
- ◆ Meet the required TABE scores for each program.

Administrative Assistant (MOS)

- ◆ Coordinate and direct office services, finances, budgets and activities.
- ◆ Answer calls and refer to appropriate individuals within the organization.
- ◆ May work in business offices, corporations, or HR departments.
- ◆ Median Wage: \$15.46



Automotive Maintenance and Light Repair or Brake Technician (ASE)

- ◆ Inspect vehicles and estimate costs of repair.
- ◆ Test components to ensure proper operation.
- ◆ Repair, replace, or adjust vehicle parts.
- ◆ Technicians work in automotive dealerships, repair shops and maintenance facilities.
- ◆ Median Wage: \$16.98

Truck Driver, Heavy/Light and & Tractor Trailer (CDL-A/CDL-B)

- ◆ Drive trucks with heavy capacities to transport and deliver products, livestock or other materials.
- ◆ Read bills of lading to determine assignment details.
- ◆ Inventory and inspect goods to be transported.
- ◆ May work for companies hauling locally, regionally or nationally.
- ◆ Median wage: \$16.68



Certified Clinical Medical Assistant (CCMA)

- ◆ Obtain medical information, vital signs and medical history.
- ◆ Collect lab specimens, log and prepare for testing.
- ◆ Explain treatment procedures and assist physicians during examinations.
- ◆ May work in Hospitals, Outpatient Surgery Centers or Health Care Clinics.
- ◆ Median wage: \$13.99



Certified Nurse Assistant (CNA)

- ◆ Work in a Healthcare Team with Nursing Staff.
- ◆ Observe and document patient behavior and symptoms that may indicate the need for medical attention.
- ◆ Assist patients with daily living activities.
- ◆ Prepare and serve food based on dietary needs.
- ◆ Transport patient to treatment or therapy appointments.
- ◆ CNA's often work in hospitals, nursing homes, rehab facilities, or provide in-home care.
- ◆ Median Wage: \$11.31



CNC Operator (NIMS I)

- ◆ Review blueprints to program machines to cut material to specific shapes.
- ◆ Set-up and operate computer-controlled machines or robots to create metal or plastic work pieces.
- ◆ Learn Safety and Operations of HAAS CNC Mill.
- ◆ May work in advanced manufacturing plants or machine shops.
- ◆ Median Wage: \$16.70



Computer Support Specialist (CompTIA/A+)

- ◆ Evaluate hardware and software to make repairs based on findings.
- ◆ Enter commands and observe system to identify functionality issues.
- ◆ May work in a variety of industries such as education, finance, healthcare and telecommunications.
- ◆ Median wage: \$20.82



Electronic Bookkeeper (Quickbooks)

- ◆ Classify, record, and compile financial data using spreadsheets.
- ◆ Prepare and process payroll information.
- ◆ Calculate, issue and process bills, invoices and statements.
- ◆ Employers include accounting firms, small businesses, payroll services and billing services.
- ◆ Median wage: \$16.14



Electronics Technician (EST/CET/ESA-4-Digital)

- ◆ Read blueprints, wiring diagrams, schematic drawings to assemble and troubleshoot.
- ◆ Adjust or replace defective or improperly functioning circuitry or electronic components.
- ◆ Many occupations in this area are connected to the automotive, defense and advanced manufacturing industries.
- ◆ Median wage: \$23.08



Entry Welder (AWS)

- ◆ Plan, layout, assemble, and weld metal components.
- ◆ Develop templates and models for welding projects based on blueprints.
- ◆ Examine workpieces for defects and compliance with specifications.
- ◆ May work in construction, advanced manufacturing, pipelines and powerplants.
- ◆ Median wage: \$15.77



Heating & Cooling Technician (HVAC)

- ◆ Installs, maintains and repairs heating, air conditioning and refrigeration systems.
- ◆ Test electrical circuits or components for continuity and replace or repair as needed.
- ◆ Install and connect thermostats.
- ◆ Fabricate, assemble or install duct work.
- ◆ Potential employers include commercial and residential HVAC service companies, manufacturers, construction contractors, and weatherization contractors.
- ◆ Median wage: \$20.49

2018 Regional Business Consultant Contacts

Region	Name	Email Address
Region 01	Allison Bertl	abertl@gotoworkonenw.com
Region 02	Bart Fore	Bart.Fore@gotoworkone.com
Region 03	Kim Tempel	ktempel@neinworks.org
Region 04	April Gilman	agilman@tap.lafayette.in.us
Region 04	Kathy Burns	kburns@tap.lafayette.in.us
Region 05	Jim Spence	jspence@workonecentral.org
Region 05	Vince Smith	vsmith@madisoncounty.in.gov
Region 06	Denny Cochran	dcochran@asgcorp.org
Region 07	Brad Trusler	b.trusler@workforcenet.org
Region 07	Laury Burris	l.burris@workforcenet.org
Region 07	Mike Smith	msmith@workforcenet.org
Region 08	Robin Branch	rbranch@vinu.edu
Region 09	Kirk Kuhn	kkuhn@rivervalleyresources.com
Region 10	Cliff Reid	creid@workoneregion10.com
Region 10	Linda Gilray	lgilray@workoneregion10.com
Region 11	Sara Worstell	sara.worstell@workonesw.org
Region 11	Dana Gustafson	Dana.gustafson@workonesw.org
Region 12	Tracy Hartman	thartman@employindy.org

MCCSC Adult Education
705 W. Coolidge Dr.
Bloomington, IN 47403
812-330-7731

Memorandum of Understanding

This agreement to provide adult education classes is entered into between the Adult Education program of the Monroe County Community School Corporation and White Lodging. The project will support employees of White Lodging who have limited English proficiency (1) increase their English through instruction in reading, writing speaking, and listening skills, (2) become more knowledgeable about community resources, and (3) as their growth in English skills allow, become employable in positions that require engagement with hotel guests. Training will take place on Tuesdays and Thursdays from 5:00-7:00 pm, from January 22 through May 23, 2019, following the Monroe County Community School Corporation calendar, amounting to 33 class days, 2 hours per day, for a total of 66 hours.

As part of this agreement, the Adult Education Program agrees to provide the following:

- One English as a Second Language instructor.
- Curriculum and materials to conduct training as describe above and assess employees' skills
- Feedback on student progress to White Lodging, as needed, including pre- and post-test scores from standardized tests
- Administrative representation on a project advisory committee
- A final report on project data and outcomes
- Funding secured through its Adult Education grant to cover the cost of personnel, materials, and assessment to conduct the classes
- Opportunities to participating employees for distance learning outside of classroom hours.
- Opportunity to study for START certifications in hospitality as employees' English skills allow.

As part of this agreement, White Lodging agrees to provide the following:

- A suitable space adequate to conduct training for whole group and individualized instruction
- Secure storage for class materials
- Administrative representation on a project advisory committee
- Snacks and refreshments during class time
- Recruitment of employees to participate and encouragement to persist
- Occasional mini-lessons by hotel staff on job tasks

All parties agree that at the end of the project, a new agreement may be made based on the needs, as determined by White Lodging, and administration of Adult Education program of the Monroe County Community School Corporation.

Amy Hampton, General Manager
Springhill Suites® Bloomington

Date: _____

Robert D. Moore, Director
MCCSC Adult Education

Date: _____

W. Kelly Smith, President
MCCSC Board of School Trustees

Date: _____



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Adult Career Readiness Standards

Indiana Department of Workforce Development

2015

Michael R. Pence, *Governor*
Steven J. Braun, *Commissioner*

10 N Senate Avenue
Indianapolis, IN 46204
www.IN.gov/dwd

An Economic Development Partner



Introduction

The *Indiana Adult Career Readiness Standards*, vetted by Hoosier employers, are the essential competencies that all Hoosiers need for sustained employment in any career field. The depth of understanding and demonstration for each skill within the competencies may vary by industry sector and employer; general aptitude in each area is crucial for success in the Hoosier workforce.

Universal standards allow those who serve adults in all settings to have access to clear and attainable benchmarks for success in the workplace. These standards do not propose how to teach or how to measure each competency. Teaching and measuring successful skill attainment is to be considered by local practitioners based on varying employment opportunities and diverse needs of those served. The standards do not have to be taught and measured in isolation; rather within the context of preparing for careers through academic coursework, advisory interaction, workshops and other regular exchanges with adult clients.

Clear, common identification of the pillars for successful employment is a fundamental resource for those who serve Hoosiers. These *Indiana Adult Career Readiness Standards* seek to provide clarity and targeted outcomes for all.

Three pillars of success provide the framework for these standards: applied knowledge, workplace knowledge and personal knowledge. Each pillar further describes the competencies and skills necessary for successful employment.

Acknowledgements

The Indiana Department of Workforce Development would like to thank the following individuals and organizations that were instrumental in the development of the *Indiana Adult Career Readiness Standards*:

Advisory Group

Hank Ahaus, Ivy Tech Community College, Batesville

Miche Grant, Center for Workforce Innovations

Mellisa Leaming, Alliance for Strategic Growth/Region 6 WorkOne

Jo Lister, Employment and Training Advisor Region 5 WorkOne

Chris Lowery, Chancellor, Ivy Tech Community College, Columbus & Southeast Regions

Trish Maxwell, Lafayette Adult Resource Academy



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Rick Sullivan, Academic and Career Counselor, Region 10 WorkOne

WIOA Taskforce of the State Workforce Innovation Council

Kent Kramer, President & CEO, Goodwill Industries of Central Indiana, Inc.

Caryl Auslander Vice President, Indiana Chamber of Commerce

Jessica Fraser, Program Manager, Indiana Institute for Working Families

Kylee Hope, Director, Bureau of Rehabilitation Services

Kate Lee, Director, Talent Engagement, St. Joseph County Chamber of Commerce

Robyn Minton, Vice President, Center of Workforce Innovations, Inc.

Kim Opsahl, President/CEO, INARF / Smart Partners Alliance

Lora Pastore, Assistant Supervisor, MSDWT Continuing and Community Education

Bradley Rhorer, Assistant Senior Manager, Subaru of Indiana Automotive, Inc.

Jeffery Russell, Director of Operations, Bureau of Rehabilitation Services

Anne Valentine, Vice President, Ivy Tech Community College

Greg Vollmer, President & CEO, WorkOne Northern Indiana

Patrick Wooten, Director, Eskenazi Health

Thanks to Amanda Culhan from the Indiana Department of Education for the K-12 College and Career Readiness Standards upon which these build; reflecting a continuum of learning across the lifespan.



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**Adult Career Readiness Standards, Adopted by the State Workforce Innovation
Council
January, 2016**

Pillar 1: Applied Knowledge

Overview: Maximizing client learning through high quality work, commitment, and academic successes demonstrate that the student is prepared for future learning and career options.

Competency 1: Critical and Adaptive Thinking

Skills

- Critically reviews, analyzes, synthesizes, compares and interprets information
- Draws conclusions from relevant and/or missing information
- Makes informed decisions considering alternate solutions, conclusions or approaches to challenges
- Transfers relevant information from one setting to another
- Gains knowledge through workplace observation and applies new knowledge in subsequent situations

**Competency 2: Demonstrates knowledge of Reading, Writing, Mathematics,
Skills**

- Prepares written materials which contain correct word usage and grammatical structure, and are easily understood
- Uses math to solve problems in work related documents
- Understands and interprets work-related documents
- Communicates thoughts, ideas, information, messages and other written information in a logical, organized and coherent manner

Competency 3: Technology

Skills

- Applies existing and emerging media and technology skills
- Navigates internet to find information
- Transfers technological knowledge to new situations



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Pillar 2: Workplace Knowledge

Overview:

Helping clients to demonstrate 1) an understanding of the connection between skills and careers and 2) plan for and make successful transitions from education and training, and careers across the life span.

Competency 1: Planning and Organizing

Skills

- Arrives on time and has good attendance practices; demonstrates effective time-management
- Plans and organizes long- and short-term academic and/or career goals
- Demonstrates the ability to balance education, home, work and community activities

Competency 2: Generates solutions and improvements

Skills

- Identifies problem, collects information, forms opinion and draws conclusions
- Defines and describes problem, collects information, and works to fix it
- Explains process by which conclusion was obtained

Competency 3: Decision Making

Skills

- Gathers evidence and considers multiple perspectives to make informed decisions
- Understands and anticipates consequences of decisions
- Refrains from abusing drugs and understands employer consequences of abusing them
- Demonstrates ethical decision-making and social responsibility

Competency 4: Workplace Fundamentals

Skills

- Monitors own performance to make improvements or take corrective action
- Follows written and spoken multi-step directions
- Understands, uses, monitors and improves systems
- Demonstrates buy-in to the organization's goals, mission, vision
- Considers relative costs and benefits of potential actions to choose the



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most appropriate action

- Locates, organizes, analyzes and communicates information
- Demonstrates high quality work by paying attention to details

Competency 5: Customer Focus

Skills

- Provides personalized, prompt and accurate service
- Is attentive to what others are saying in conversation
- Is pleasant and courteous with internal and external customers or clients
- Maintains eye contact, appropriate personal space, and functions within expected social norms in a professional setting

Competency 6: Working with Tools & Technology

Skills

- Considers which tools and technological solutions are appropriate for a given job
- Demonstrates personal safety skills as well as safety for others while operating tools and technology
- Determines causes of operating errors and recommends what to do about them
- Adheres to standard conventions for safeguarding privacy and security

Pillar 3: Personal Knowledge

Overview: Helping clients acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve goals, establish and maintain positive relationships, and make responsible decisions (Durlak, Weissberg, Dymnicki, Taylor, & Schellinger, 2011).

Competency 1: Teamwork

Skills

- Creates positive and responsive relationships with others
- Creates relationships with mentors and supervisors that support success
- Uses effective collaboration and cooperation skills
- Uses leadership and teamwork skills to work effectively in diverse teams
- Engages in work outside defined job duties to assist with team goals

Competency 2: Communication

Skills



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- Negotiates to resolve conflicts
- Considers others' viewpoints
- Recognizes and interprets the verbal and nonverbal behavior of others
- Articulates personal skill set, knowledge and abilities; and how these skills are applicable in the workplace

Competency 3: Respect

Skills

- Demonstrates empathy and respect for others and their opinions, including those not present
- Displays positive attitude and sense of self-worth
- Demonstrates professional courtesy to others

Competency 4: Integrity

Skills

- Demonstrates respect for other employee's and company's time and property
- Accepts responsibility for decisions and actions
- Demonstrates honesty by accepting responsibility for decisions and actions

Competency 5: Initiative

Skills

- Applies self-motivation and self-direction to learning and work
- Demonstrates ability to work independently
- Demonstrates ability to delay immediate gratification for long-term rewards
- Demonstrates advocacy skills and ability to assert self, when necessary

Competency 6: Dependability & Reliability

Skills

- Attends and participates in work activities every day
- Assumes responsibility appropriately
- Fulfills obligations, completes assignments and meets deadlines

Competency 7: Adaptability

Skills

- Demonstrates ability to manage transitions and flexibility toward changing situations and responsibilities
- Demonstrates ability to overcome barriers
- Demonstrates effective coping skills when faced with a problem



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- Embraces new approaches when appropriate and discards approaches that are no longer working

Competency 8: Professionalism

Skills

- Demonstrates self-discipline and self-control
- Demonstrates commitment to the norms of a workplace through skills, appropriate judgment and word choice
- Maintains appropriate hygiene and attire
- Demonstrates social maturity and behaviors appropriate to the situation and environment
- Takes ownership of work



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The following documents and resources provided assistance to the standards development process:

1. ASCA Mindsets & Behaviors Program Planning Tool, <http://schoolcounselor.org/school-counselors-members/about-asca/mindsets-behaviors>
2. National Network of Business and Industry Associations: “Common Employability Skill Framework”
3. US DOE, Office of Career and Technical Education: Employability Skills Framework, <http://cte.ed.gov/employabilityskills/>
4. ACT Work Keys®, <http://www.act.org/workforce/resources.html>
5. Jobs for Americas Graduates (JAG) National Center for Best Practices, <http://www.jag.org/>
6. Center for Employability Outcomes powered by Skills Engine, <http://www.c4eo.org/>
7. Lumina’s Connecting Credentials: A Beta Credentials Framework, <http://connectingcredentials.org/framework/>
8. Indiana Economic Development Region 1, Greater Clark County Schools, and Evansville Vanderburgh Schools have applied Employability Skills in their Work Ethic Certificate (each locally developed)
9. ONET skills, in partnership with American Job Center, <https://www.onetonline.org/find/descriptor/browse/Skills/>

IET Defined

INTEGRATED EDUCATION & TRAINING

"...a service approach that provides **adult education and literacy** activities concurrently and contextually with **workforce preparation** activities and **workforce training** for a specific occupation or occupational cluster for the purpose of educational and career advancement."
(34 CFR §463.35).

Adult Education & Literacy

"...programs, activities, and services that include: (a) adult education, (b) literacy, (c) workplace adult education and literacy activities, (d) family literacy activities, (e) English language acquisition activities, (f) integrated English literacy and civics education, (g) workforce preparation activities, or (h) integrated education and training" (34 CFR §463.30).

Workforce Preparation

"Activities, programs, or services designed to help an individual acquire a combination of basic academic skills, critical thinking skills, digital literacy skills, and self-management skills, including competencies in: (a) utilizing resources; (b) using information; (c) working with others; (d) understanding systems; (e) skills necessary for successful transition into and completion of postsecondary education or training, or employment; and (f) other employability skills..." (34 CFR §463.34).

Workforce Training

"may include

- (i) occupational skill training...;
- (ii) on-the-job training;
- (iii) incumbent worker training...;
- (iv) programs that combine workplace training with related instruction...;
- (v) training programs operated by the private sector;
- (vi) skill upgrading and retraining; (vii) entrepreneurial training;
- (viii) transitional jobs...;
- (ix) job readiness training provided in combination with services...(i) through (viii);
- (x) adult education and literacy activities, including activities of English language acquisition and integrated education and training programs, provided concurrently or in combination with services described in any of clauses (i) through (vii); and
- (xi) customized training conducted with a commitment by an employer or group of employers to employ an individual upon successful completion of the training."

Integrated Education and Training (IET)

Questions for Meeting the Requirements of a Single Set of Objectives

How does a program providing integrated education and training under Title II meet the requirement that the three required components be “integrated”?
(WIOA 34 CFR 463.37)

What specifically is each of the three required components comprised of?

- What **adult education and literacy activities** are included in the IET?
- Which **workforce preparation activities** are included in the IET?
- What **occupational training** is included in the IET?
 - What occupation(s) or sectors can IET completers qualify for?
 - What career pathway(s) is the IET program a part of?

How do the three required components occur simultaneously within the overall scope of the IET program?

- Do the three required components **vary in intensity** throughout the overall scope of the IET program?
 - What specific adult education and literacy content is taught during week one of the IET program? At the end of the IET program? At a mid-point or interim point of the IET program?
 - What specific workforce preparation activities are taught during week one of the IET program? At the end of the IET program? At a mid-point or interim point of the IET program?
 - What specific occupational training knowledge, skills or abilities is presented during week one of the IET program? At the end of the IET program? At a mid-point or interim point of the IET program?
- How do the three required components **function cooperatively** throughout the overall scope of the IET?
 - If the IET is provided by more than one instructor/trainer, how does these staff collaborate?

What occupationally relevant instructional materials are used in the IET program?

Which of the State's adult education content standards are reflected in the IET program?

What is the overall scope of the IET program?

- When [date] does the program begin?
- When [date] does the program end?
- How many weeks, months, semesters, etc. does it take to complete the IET?
- What is the intensity of the IET program?
 - How many total hours, days, weeks, months is the IET?
 - How many classes/courses comprise the IET program?
 - How many sessions is each class/course that comprises the IET program?
 - What is the duration/length of each session?

Source: OCTAE National Training Institute, October 2018

IET: PARAPRO CERTIFICATION

Wayne Township Adult Education

Students who complete the program, fulfill the TABE requirements, and pass the ParaPro certification test will have the opportunity to experience the interview process with the MSD Wayne Township Schools HR team.

The class is designed to prepare students to not only pass the ParaPro assessment, but to also equip students with the practical skills necessary to function as a successful paraprofessional in the classroom, culminating in opportunities to be employed in a Wayne Township classroom for qualifying participants. This class will also prepare students to take the TASC test to earn an HSE for those who need it. HSE skills will be taught concurrently and contextually with the ParaPro curriculum.

ADULT EDUCATION AND LITERACY

- Language Arts, Writing, Reading, and Math focused on use in the classroom
- Academic skills needed to pass the HSE exam, enter postsecondary education, or enter career training

WORKFORCE PREPARATION

- Conflict Resolution
- Resume Writing and Interviewing
- Work Readiness Vocabulary
- Communication in the Workplace
- Teamwork and Collaboration

WORKFORCE TRAINING

- ParaPro Assessment and Certification
- In-School Field Experience
- Safe Schools Training
- Confidentiality and the Law
- Special Education ProAct Training
- Individualized Education Program (IEP) Training

ParaPro IET Course Syllabus

2017-18 School Year



Instructor Information

Instructor	Email	Phone	Office Location & Hours
Amy Richmund	amy.richmund@wayne.k12.in.us	(317) 988-7975	Ben Davis University (BDU) Mon/Wed 8:30AM–11:30AM, Field Experiences 12:30PM – 3:30PM

General Information

Expectations and Goals

Because of pace and intensity of the course objectives, students are expected to attend class regularly and be active participants, both within the Parapro classroom and in their field experiences. Students who complete the program, fulfill the TABE requirements, and pass Parapro will have the opportunity to experience the interview process with the Wayne Township Schools HR team.

Course Overview

This class is designed to prepare students to not only pass the Parapro certification test, but to also equip students with the practical skills necessary to function as a successful paraprofessional in the classroom, culminating in opportunities to be employed in a Wayne Township classroom for qualifying participants. This class will also prepare students to take the TASC test to earn an HSE for those who need it. Those HSE skills will be taught concurrently and contextually within the ParaPro curriculum.

Course Structure

Prior to the start of the course, students will complete 12 hours of orientation, in which they will register and take the TABE pre-test (if they haven't already), as well as learn about the course expectations and how the completion of this course relates to achievement of their goals. This is also when a background check will be completed. Each week, HSE academics and employability skills are delivered concurrently and contextually within the ParaPro certification curriculum. Class will be held from 8:30am-11:30am Mondays and Wednesdays, and students will go to assigned schools for field experiences from 12:30pm -3:30pm on Mondays and Wednesdays. The lessons and in-class activities are designed to enhance academic and employability skills in the context of the ParaPro certification and employability skills curriculum and field experiences. The HSE skills obtained are aligned to the *College and Career Readiness Indiana Academic Standards*. Upon completion, successful students will have achieved the ParaPro certification, HSE diploma (where applicable), and proficiency in employability skills, as they will have spent 24 field experience hours in the actual classroom.

Student Expectations and Class Purpose

The course will begin with a pre-assessment of students' skills and goals and an orientation of the course with instructor expectations. Students will be required to maintain a professional attitude and demeanor in the classroom. This course will mirror actual job skills and training in the workforce. Each class session is 3 hours, with another 3 hours of field experiences in one of four selected Wayne Township schools directly after class. Students are responsible for arriving on time and being prepared to learn and work towards their goals. The instruction will follow a co-teaching model in which students will receive direct instruction from either instructor listed above. The lessons and activities are designed to build academic, technical skills, and employability skills in the context of ParaPro certification. Two days during the course will be set aside for TABE post-testing as well as taking the TASC readiness assessment.

The purpose of this class is to:

- prepare you to become certified as a Paraprofessional by passing the ParaPro certification test.
- allow you to spend time completing field experiences in the classroom to apply the skills you learn in class.
- build academic skills needed to pass the High School Equivalency (HSE) exam, enter into postsecondary education, or enter into career training.
- enhance students' employability skills needed for workplace success. (For example, collaboration, critical thinking, and self-management skills will be covered in this course.)

Required Materials

Classroom materials will be provided, but having the following items will help you to be successful in class:

- 2 or 3 inch three-ring binder with dividers
- Pencils/pens and paper

Requirements

Complete and pass HR background check for screening purposes

TABE test for enrollment in Wayne Township Adult Education (ParaPro requires R-9, M-9, L-9 for completion)

TASC test for obtaining a High School Equivalency (for those without a high school diploma or HSE)

ParaPro test for certification as a Paraprofessional in the classroom.

Special Topics

Week	Special Topics
1	Differentiating groups – how to create mixed ability groups and meet everyone’s needs
2	Conflict resolution – working with challenging students and colleagues
3	Discipline with dignity – tricks of the trade
4	Confidentiality and the law – what everyone needs to know and follow
5	Safe Schools Training – employee requirement
6	Special Education spotlight – ProAct Training, IEPs, and strategies for working with students

Field Experiences Rotation

Starting in Week 3, students will visit each of the following four schools two times each (Tuesday and Thursday), for three hours each visit (12:30PM – 3:30PM). To ensure students will have the opportunity to experience a variety of settings, students will rotate through **McClelland Elementary, Stout Field Elementary, Rhoades Elementary, and Lynhurst 7th and 8th Grade Center**, visiting each school two times.

Course Schedule – Scope and Sequence

Week	Special Topics	HSE/Academic Topics	CCR Standards
1	Differentiating groups – how to create mixed ability groups and meet everyone’s needs	<p>Language Arts/Writing</p> <ul style="list-style-type: none"> • Punctuation – commas • Editing a paragraph <p>Reading</p> <ul style="list-style-type: none"> • Reading informational text: memo from the teacher • Reading information from graphs, charts, and tables – teacher benefits chart <p>Math</p> <ul style="list-style-type: none"> • Order of operations • Exponents and Square Roots <p>Employability Skills</p> <ul style="list-style-type: none"> • Interview question: Tell me about yourself. • Setting and achieving goals • Work readiness vocabulary • Mindset activity: “Horse activity” 	<p>6.NS.1</p> <p>6.NS.2</p> <p>6.NS.3</p> <p>6.NS.4</p> <p>6.C.6</p> <p>7.C.1</p> <p>8.NS.3</p> <p>8.NS.4</p>
2	Conflict resolution – working with challenging students and colleagues	<p>Language Arts/Writing</p> <ul style="list-style-type: none"> • Parts of speech <p>Reading</p> <ul style="list-style-type: none"> • Identifying details that are not clearly stated/drawing inferences – reading a staff memo • Determining the meaning of words in context <p>Math</p> <ul style="list-style-type: none"> • Computing percentages <p>Employability Skills</p> <ul style="list-style-type: none"> • Interview question: Name 3 adjectives that describe you. • Communication in the workplace • Teamwork and collaboration • Personality test 	<p>L.9-10.1</p> <p>RST.11-12.2</p> <p>6.NS.2</p> <p>8.NS.3</p> <p>8.NS.4</p>

3	<p>Discipline with dignity – tricks of the trade</p> <p>*Field experience rotations start this week.</p>	<p>Language Arts/Writing</p> <ul style="list-style-type: none"> • Communication – getting your thoughts organized <p>Reading</p> <ul style="list-style-type: none"> • Identifying main idea / author's purpose • Identifying supporting details <p>Math</p> <ul style="list-style-type: none"> • Equivalent Fractions • Add/Subtract Fractions • Multiplying/Dividing Fractions <p>Employability Skills</p> <ul style="list-style-type: none"> • Interview Question: What is your greatest strength? • Resume writing • Applying for a job 	<p>6.C.2</p> <p>L.9-10.1</p> <p>RST.11-12.2</p>
4	<p>Confidentiality and the law – what everyone needs to know and follow</p>	<p>Language Arts/Writing</p> <ul style="list-style-type: none"> • Editing a cover letter • Parts of a sentence – subjects and predicates <p>Reading</p> <ul style="list-style-type: none"> • Determining the meaning of words in context <p>Math</p> <ul style="list-style-type: none"> • Measurement: converting between units of measure • Calculating area and perimeter <p>Employability Skills</p> <ul style="list-style-type: none"> • Interview Question: What is your greatest strength? (continued) • Resumes and cover letters 	<p>RH.6-8.3</p> <p>L.6.1-8.1</p> <p>6.C.2</p>
5	<p>Safe Schools Training – employee requirement</p>	<p>Language Arts/Writing</p> <ul style="list-style-type: none"> • Editing a letter of recommendation <p>Reading Strategies for Struggling Readers</p> <ul style="list-style-type: none"> • Word parts and sounds • Prefixes and Suffixes <p>Math</p> <ul style="list-style-type: none"> • Interpreting data from tables, charts, and graphs • Calculating mean, median, mode <p>Employability Skills</p> <ul style="list-style-type: none"> • Interview Question: What is your greatest weakness? • Building a portfolio 	<p>6.C.2</p> <p>L.4.1-5.1</p> <p>L.6.1-8.1</p> <p>RH.6-8.3</p>

6	Special Education spotlight – ProAct Training, IEPs, and strategies for working with students	<p>Language Arts</p> <ul style="list-style-type: none"> • Editing a resume • Understanding unique words and acronyms <p>Reading Strategies for Struggling Readers</p> <ul style="list-style-type: none"> • Word parts and sounds • Prefixes and Suffixes <p>Math</p> <ul style="list-style-type: none"> • Evaluating algebraic expressions • Combining like terms • Solving 1-step equations <p>Employability Skills</p> <ul style="list-style-type: none"> • Role playing: What would you do if...? Classroom scenarios • Building a portfolio (2) 	<p>L.2.1-3.1</p> <p>RH.6-8.3</p> <p>6.AF.1</p>
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Additional Information and Resources

Distance Learning Policy

Students will be expected to participate in practice outside of the classroom, both performing various homework activities and using the online practice program ixl.com.

Additional Training Opportunities

Training opportunities beyond Parapro exist for interested students who successfully complete the Parapro program. Call our life coaches at (317) 988-7876 to find out more information about moving forward to Excel, Quickbooks, A+ certification, and other computer certifications.

IET: Logistics Associate Certification
Area 30 Adult Education

To remain competitive, logistics-related companies increasingly need a flexible, knowledgeable, problem-solving workforce. Workers must be competent in the critical work activities common across all facilities within the supply chain: safety, quality control, communications, teamwork, workplace conduct, and familiarity with the key computer systems that underpin supply chain operations.

Students who achieve the MSSC Certified Logistics Associate credential, complete online testing, and submit an employment application will have the opportunity to meet with the HR Department of the Walmart Distribution Center for potential hiring.

ADULT EDUCATION AND LITERACY

- Reading for Information; Tables, Charts and Graphs; Vocabulary Development; and Applied Math
- Build academic skills needed to pass the HSE exam

WORKFORCE PREPARATION

- Career Research and Letter of Introduction
- Resume Writing and Interviewing
- Digital Literacy
- Communication and Problem Solving in the Workplace
- Teamwork and Collaboration
- Exceptional Employee Attributes

WORKFORCE TRAINING

- Supply Chain Logistics
- Material Handling and Equipment Operation
- Safety Principles
- Preparation for the national CLA (Certified Logistics Associate) exam administered through the MSSC (Manufacturing Skill Standards Council)

Preparing for a Career in Logistics Integrated Education and Training (IET) Course

Area 30 Adult Education Program

MSSC CLA Instructor: Nicole Schulz
Ivy Tech Community College
Phone: 765-653-3515 X2137

SYLLABUS
PY2017-2018

ABE Instructor: Laura Elsbrock
Email: lelsbrock@area30.k12.in.us
Phone: 765-653-3515 X2137

DAY	CLASS	TIME	LESSON	Focus Subject	STANDARDS
WEEK 1	ABE Class 1		<p>Present an overview of the ABE portion of the class and discuss goals and expectations.</p> <p>Students will set up an Indiana Career Explorer account and initial research into Transportation and Logistics pathway if not already done.</p> <p>Discuss history of Transportation & Trade in American history; invite students to share prior knowledge and observations.</p> <p><i>Math Sense 1: Focus on Operations</i> Read Unit 1: Whole Numbers Review (whole number operations and mental math)</p> <p><i>Read:</i> Article "From Cars to Cows, Here's Where NAFTA Talks Stand on Big Issues" from <i>Industry Week Daily</i>. Answer comprehension questions, discuss the article's main idea, the facts and opinions presented, and the authors point of view and purpose for writing.</p> <p>Key Terms: vocabulary word study</p>	<p>HSE test prep</p> <p>Career Research</p> <p>Social Studies (history/culture)</p> <p>Math (number sense)</p> <p>Language Arts (Reading – Opinion)</p> <p>Vocabulary</p>	<p>SL.8.1</p> <p>4.OA.3 4.OA.5</p> <p>RI.8.6 RH.6-8.6 SL.8.2</p> <p>RI 5.4</p>

	MSSC CLA Class 1	<p>Introduction of instructor and course objectives:</p> <p>There is a foundational level of knowledge and skills that front-line workers in supply chain logistics should understand. To remain competitive, logistics-related companies increasingly need a flexible, knowledgeable, problem-solving workforce. This means workers that can keep pace with rapid changes in technology and processes, be easily trainable, and work in a global environment. These workers must also be competent in the critical work activities common across all facilities within the supply chain: safety, quality control, communications, teamwork, good workplace conduct and familiarity with the key computer systems that underpin supply chain operations.</p> <p>TEXTS/DEVELOPED MATERIALS:</p> <ol style="list-style-type: none"> 1. Supply Chain Logistics: Foundational Knowledge a. MSSC Publication, printed version 2. The Secret Life of an Exceptional Employee a. HIRE Camp, ITCC publication 		
	ABE Class 2	<p>(New Readers Press) <i>Math Sense 1: Focus on Operations</i> Read Unit 2 Decimals, Unit 3 Fractions, Unit 4 Ratio, Proportion, & Percent Review all operations and practice converting problems</p> <p><i>Read "Infrastructure Projects that Defy the Status Quo" from Industry Week Daily.</i> Answer comprehension questions and discuss the purpose of the article, main idea, and point of view.</p> <p>Have students think about the skills they possess that will help an employer become more successful. List these skills then write a letter of introduction to a perspective employer in which students identify these skills.</p> <p>Quiz over fractions, decimals, and percent problems <i>Math Sense 1: Focus on Operations</i>, Read Unit 5 Measurement and Tool Kit</p>	<p>Math (fraction, decimal, %)</p> <p>Language Arts (reading)</p> <p>Workforce Prep/Letter Writing</p> <p>Math (Measure)</p>	<p>7.EE.2 7.NS.1-2</p> <p>RI/RL.2.1 RI/RL.6.2</p> <p>W/WHST.11-12.4 L.3.3</p> <p>4.MD.2</p>

	MSSC CLA Class 2	<p><i>Supply Chain Logistics: Foundational Knowledge</i> MSSC Publication, printed version</p> <p>Topics covered this class:</p> <ol style="list-style-type: none"> 1. Recognize the global supply chain logistics overview 2. Understand the logistics environment 3. Learn about material handling equipment 		
	ABE Class 3	<p>Discuss proofreading and editing strategies. Write cover letters and then proof read looking for errors in spelling, grammar and punctuation and discuss ways to use clearer or more specific wording.</p> <p>Key Terms vocabulary word study (interview related descriptive terminology)</p> <p>Go over basics of a good resume. Look at some sample resumes to critique. Have students begin to write resumes -- finish for homework.</p> <p>Read and discuss “Hoosiers by the Numbers” regional posting from Department of Workforce Development demonstrating the high demand career fields and other statistics that support obtaining a career in this field of work.</p> <p>Reading Tables, Charts and Graphs (New Readers Press, <i>Visual Literacy</i>)</p>	<p>Language Arts (editing)</p> <p>Vocabulary</p> <p>Workforce prep</p> <p>Social Studies (current events)</p> <p>Math</p>	<p>W/WHST.6-8.5</p> <p>RI 5.4 L.11-12.6</p> <p>4.MD.3,5-6</p> <p>3.MD.3-4</p>
	MSSC CLA Class 3	<p>Topics covered this class:</p> <ol style="list-style-type: none"> 4. Comprehend safety principles 5. Be familiar with safe material handling and equipment operation 6. Know quality control principles 		

Week 2	ABE Class 4		<p>Life coach visit to talk about researching companies and interviewing. Have students review/discuss the tips given by the life coach and explain why each is important for a successful interview.</p> <p>Read and discuss “Hoosiers by the Numbers” regional posting from Department of Workforce Development demonstrating the high demand career fields and other statistics that support obtaining a career in this field of work.</p> <p><i>Math Sense 2 Focus on Problem Solving</i> Unit 4 Geometry Basics Finding area and perimeter, measuring angles and determining circumference and surface area.</p> <p>Geometry Review (p. 140) Quiz over area, perimeter, angles, and circles</p>	<p>Workforce Prep</p> <p>Social Studies (current events)</p> <p>Math (geometry)</p> <p>Math</p>	<p>RH.9-10.3</p> <p>4.MD.3,5-6</p> <p>7.G.4</p>
	MSSC CLA Class 4		<p>Topics covered this class:</p> <p>7. Be aware of work communications 8. Identify with teamwork and good workplace behavior to solve problems 9. Be familiar with using computers</p>		

ABE Class 5		<p>“Writing for Clarity” Log book and transportation ticket requirements Review of grammar and mechanics – editing exercise</p> <p>The Industrial Revolution – The role of transportation industries in American history</p> <p>Rules and functions (use of formulas to solve for unknowns)</p> <p>“Problem Solving in the Workplace” – Read the article and discuss; participate in group problem solving activity. Groups will explain to the class the problem and their proposed solution as well as the logical process that led the group to that conclusion.</p> <p>Key Terms vocabulary and terminology review.</p>	<p>Language Arts</p> <p>Social Studies</p> <p>Math</p> <p>Workforce Prep</p> <p>Vocabulary</p>	<p>W.11-12.5 L.6.4</p> <p>RI.4.3 8.F.3</p> <p>SL.9-10.4</p> <p>RI 5.4 L.11-12.6</p>
MSSC CLA Class 5		<ol style="list-style-type: none"> 10. After generating a list of behaviors that describe integrity, participants will be able to assess their own behavior against that list and identify at least three areas of self-improvement. 11. Given several work-related scenarios, participants will be able to determine the best course of action using trustworthiness as a guiding principle. 12. Through demonstration, participants will be able to illustrate how attitude and cooperation both positively and negatively affect the work environment. 	Workforce Prep	

<p>ABE Class 6</p>		<p>Read “The 10 Best Locations to Work in Manufacturing” from <i>Industry Week Daily</i>. Discuss main ideas and the author’s purpose.</p> <p>Using the information in the article, write an essay that contains an introduction, body and conclusions and summarizes the steps manufacturing companies can take to ensure the long-term retention of skilled workers.</p> <p>Algebraic thinking and solving for unknowns</p> <p>Life coach visit to critique resumes and set up appropriate email and voicemail options for students. Begin mock interview practice</p> <p>Key Terms vocabulary word study</p>	<p>Language Arts (read)</p> <p>Evidence based essay Writing</p> <p>Math</p> <p>Workforce Prep</p> <p>Vocabulary</p>	<p>RI/RL.6.2</p> <p>RST.6-8.2 W/WHST.11 -12.4 L6.3 and 7.3</p> <p>7.EE.4</p> <p>RI 5.4 L.11-12.6</p>
<p>MSSC CLA Class 6</p>		<p>13. When given a set of poorly handled customer service vignettes, participants will be able to improve those customer interactions by creating a response that demonstrates reliability.</p> <p>14. Given a fast-changing simulation, participants will be able to practice flexibility and adaptability and link those characteristics to improving their readiness for change.</p> <p>15. Given a list of personal values, participants will be able to select one value that has the most meaning to them and describe why.</p>		

DAY	CLASS	TIME	LESSON	Focus Subject	STANDARDS
Week 3	ABE Class 7		<p><i>Math Sense 2 Focus on Problem Solving</i> Unit 5: Connecting Algebra and Geometry Coordinate plane, intercepts, and geometric figures on the coordinate plane</p> <p>Indiana Career Connect Online job searches and resume update Research and review job descriptions of companies who have material handling and logistics associate openings in our area.</p> <p>Key Terms vocabulary word study</p>	<p>Math</p> <p>Workforce Prep</p> <p>Vocabulary</p>	<p>SL.9-10.4</p> <p>RI 5.4 L.11-12.6</p>
	MSSC CLA Class 7		<p><u>The Secret Life of an Exceptional Employee</u> HIRE Camp, ITCC publication</p> <p>Students will also participate in a portion of the College's interactive HIRE Camp devoted to the discussion and enhancement of soft skills education. The Secret Life of an Exceptional Employee module helps participants better understand integrity, trustworthiness, attitude, cooperation, reliability, flexibility, adaptability, and motivation and how they impact job performance.</p>		

	ABE Class 8		<p><u>Pre-HSE Testing for TASC test:</u> Reading Science Social Studies Math Language & Essay</p> <p>With passing scores on the above tests, each student can register with the test center for the actual HSE test.</p>	Testing	
	MSSC CLA Class 8		<p>WorkKeys assessment based upon a predetermined occupational profile within the Logistics industry. Participants will be assessed in four key categories: Applied Math, Locating Information, Observation, and Reading for Information.</p>	Testing	
	ABE Class 9		<p>Work on cover letters and objective specific resumes for job applications to be completed upon achieving certification.</p> <p>Study hall time for students to complete any additional work they may need to prepare for their certification test and/or their HSE test.</p>	Workforce Prep Academic and Certification Prep	
	MSSC CLA Class 9		<p>Each participant will sit for the national CLA exam which is administered through the Manufacturing Skill Standards Council (MSSC).</p> <p>The Walmart Corporation has agreed to interview any student who achieves the MSSC Certified Logistics Associate credential.</p>	Testing	

	MSSC CLA Class 10		<p>Walmart Distribution HR Manager Kelly Nees-Perkins will meet with students who have passed their certification course and complete online testing and an application for employment.</p> <p>They will also take a walking tour of the Walmart Distribution Center and see individuals working in the MSSC CLA role at the facility. If hired, these individuals will start as full time associates in the entry level CLA position at a current pay rate of \$15.60/hour.</p>	<p>Workforce Prep</p> <p>Manufacturing Tour of Facility</p>	
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ELECTRONIC SYSTEMS TECHNICIAN I.E.T.

SYLLABUS

Central Nine Career Center 2017

DAY	CLASS	TIME	LESSON	Focus Subject	Standards
WEEK 1	ABE		<p>Give an overview of the ABE portion of the class and discuss goals and expectations</p> <p>Discuss history/timeline of electronics. Discuss how the invention and growing popularity of electronics has helped shape American history. Specifically discuss the impact of television on public opinion during times of war. (Kaplan TASC U.S. History – lesson 5)</p> <p>Read the article from Electronic House https://www.electronichouse.com/home-audio/basic-installation-options-for-whole-house-a-v/</p> <p>From the article list some options that homeowners have when installing a whole-house AV system. Explain the benefits of each of these options. Write a paragraph using this information.</p> <p>Kaplan TASC Fractions and Measurement, practice using a measuring tape and adding measurements that contain fractions.</p>	<p>Social Studies (history/culture)</p> <p>Language Arts</p> <p>Math (number sense)</p>	<p>SL.8.1</p> <p>W.3.1</p> <p>4.OA.3 4.OA.5</p>
	EST	Day 1	<p>Introduction of students to teacher, class, Google classroom, school email, and each other. Hand out textbooks and assign pages 1 - 25 in Module 1 to read.</p> <p>Watch: Cedia Certification https://www.youtube.com/watch?v=tasZM4uhdda I am Cedia https://www.youtube.com/watch?v=ukC7F-8do1Q Cedia New Member</p>		

	EST	Day 2	<p>Go through half of the PowerPoint slides with students for Module 1 and assign pages 26 - 50 in Module 1 to read.</p> <p>Watch:</p> <p>Under-floor Cable Routing System https://www.youtube.com/watch?v=HuG12v2C3KU</p> <p>How to install suspended ceiling https://www.youtube.com/watch?v=jrBWCwtlUT4</p> <p>How to install electrical outlet https://www.youtube.com/watch?v=QUpfRHSyDT0&t=61s</p>		
Week 2	ABE		<p>Read the editorial “Failure to Communicate: How to Lose a Client” from the magazine CEPro by: Julie Jacobson (January 20, 2014) http://www.cepro.com/article/a_failure_to_communicate_how_to_lose_a_client#</p> <p>Answer comprehension questions, discuss the article’s main idea, the facts and opinions presented, and the authors point of view and purpose for writing.</p> <p>EST vocabulary word study</p> <p>Math Quiz over fractions/measurement</p> <p>More fractions, Decimals, Percents: Review the relationship and practice converting. Review fraction operations and give practice problems as homework. (Kaplan TASC book p 286-314)</p> <p>Kaplan TASC lesson “Electricity and Magnetism – Read and discuss the lesson and answer the practice questions.</p>	<p>Language Arts (Reading – Opinion)</p> <p>Vocabulary</p> <p>Math (fraction, decimal, %)</p> <p>Science</p>	<p>RI.8.6 RH.6-8.6 SL.8.2</p> <p>RI 5.4</p> <p>7.EE.2 7.NS.1-2</p> <p>RI.6.7 SL.4.2 SL.5.4</p>

	EST	Day 1	<p>Day 1: Go through second half of PowerPoint slides with students for Module 1. Inform students they will be taking a quiz over Module 1 first thing next class.</p> <p>Watch:</p> <p>Roof structure summary https://www.youtube.com/watch?v=K1UUngACMFI</p> <p>Types of footing https://www.youtube.com/watch?v=nMll3krK-GI</p> <p>Types of wood and manufactured boards https://www.youtube.com/watch?v=SDF5_1KjWzE</p> <p>Engineered wood products https://www.youtube.com/watch?v=Zpfohx6zNWA</p> <p>How to hang drywall https://www.youtube.com/watch?v=V8gSCKlTJOE</p> <p>How to choose and use insulation https://www.youtube.com/watch?v=OJ9u3pDQeM4</p> <p>How to calculate conduit https://www.youtube.com/watch?v=2ADpt2LG1CE</p> <p>Modern home construction technique https://www.youtube.com/watch?v=FQvFzdFlp08</p>		
	EST	Day 2	<p>Quiz over module 1, then hand out tool kits to students assuring everyone has the proper tools in their kit and assign pages 51 - 79 in module 2 to read.</p> <p>Watch:</p> <p>No videos on this day</p>		
Week 3	ABE		<p>Read “What It Takes To Be A Great Employee: The Parable of the Oranges”</p> <p>Answer comprehension questions and discuss the purpose of a parable, main idea, and point of view.</p> <p>Have students think about the skills they possess that will help an employer become more successful. List these skills then write a letter of introduction to a perspective employer in which students identify these skills.</p> <p>Quiz over fractions, decimals, and per cents</p> <p><i>Common Core Achieve Science</i> lesson 6.1 “Types of Energy and Energy Transformations”</p> <p>Read the lesson and complete the activities. Have students describe in their own words how energy is transformed. Discuss the different types of energy used in electronic devices and how energy is changed from one form to another.</p>	<p>Language Arts (reading)</p> <p>Workforce Prep/Letter Writing</p> <p>Math (Measure)</p> <p>Science (energy)</p>	<p>RI/RL.2.1 RI/RL.6.2</p> <p>W/WHST.11-12.4 L.3.3</p> <p>4.MD.2</p> <p>RST.11-12.2</p>

	EST	Day 1	Go over first half of Module 2 PowerPoint with students and assign pages 80 - 120 in module 2 to read.		
	EST	Day 2	Go over second half of Module 2 PowerPoint with students. Inform students they will be taking a quiz over Module 2 first thing next class. Students also need to bring in their tool kit for a lab next class. Worksheet and quiz on reading a tape measure. Watch: Electrician tool kit https://www.youtube.com/watch?v=FWzMwddvZ-E Electrician tools https://www.youtube.com/watch?v=SXZxtD60t2g&t=49s How to read a tape measure https://www.youtube.com/watch?v=1VFOQGD-RcA		
Week 4	ABE		Discuss proofreading and editing strategies. Peer-edit students' cover letters looking for errors in spelling, grammar and punctuation as well as ways to use clearer or more specific wording. EST vocabulary word study Go over basics of a good resume. Look at some sample resumes to critique. Have students begin to write resumes -- finish for homework. Quiz over measurement (standard and metric) Reading Tables, Charts and Graphs (Math Power) Read article on the digital revolution with time line. https://www.techopedia.com/definition/23371/digital-revolution Discuss the article and complete the event sequencing activity	Language Arts (editing) Vocabulary Workforce prep. Math Social Studies (events)	W/WHST.6-8.5 RI 5.4 L.11-12.6 3.MD.3-4 RH.9-10.3
	EST	Day 1	Quiz over module 2 and tool worksheet lab, then do a lab on making cat 5e cable, punch down block and coaxial cable. Assign pages 121 - 159 in module 3 to read.		
	EST	Day 2	Go over Module 3 PowerPoint with students. Inform students they will be taking a quiz first thing next class, then doing a lab over voltmeters and scopes next class. Watch: Ohm's law the basics https://www.youtube.com/watch?v=d34-VKc2cyY		

Week 5	ABE		<p>Finding area and perimeter and measuring angles (Kaplan TASC book pg 438, 452)</p> <p>TABE A Language lessons “Summarizing and Paraphrasing” “Direct and Indirect Quotations.”</p> <p><i>Common Core Achieve Science</i> - Lesson 6.2 “Sources of Energy” Read and discuss the lesson and do the exercises. Discuss the sources of energy used by electronic devices.</p>	<p>Math (geometry)</p> <p>Language (reading/write)</p> <p>Science</p>	<p>4.MD.3,5-6</p> <p>L.4.2 and 5.2</p> <p>RST.9-10-4</p>
	EST	Day 1	<p>Quiz over module 3. Then a lab over voltmeters and Oscilloscopes. Assign pages 162 - 195 in module 4 to read.</p>		
	EST	Day 2	<p>Go over first half of Module 4 PowerPoint with students. Assign pages 196 - 260 in module 4 to read.</p> <p>Watch:</p> <p>Cable basics 101 https://www.youtube.com/watch?v=gtAaZ2hFYTA&t=2s</p> <p>Cable basics 105 https://www.youtube.com/watch?v=aHqwRVKftqE&index=3&list=PLYIRIFM-c3bjz7G3HLVPTG0XBAtLaafEK</p> <p>How stuff works fiber optic https://www.youtube.com/watch?v=q-XlfVIWeOo&t=107s</p> <p>How low voltage cable is made https://www.youtube.com/watch?v=0tNeZivx30s</p> <p>Types of cables https://www.youtube.com/watch?v=gtAaZ2hFYTA&t=1s</p> <p>CompTIA Network+ Certification - UTP and STP Cabling https://www.youtube.com/watch?v=eea_-D8rhoE&t=27s</p> <p>How to fish cables through the wall https://www.youtube.com/watch?v=yDqWsRCmjCM</p> <p>How not to cable https://www.youtube.com/watch?v=5ATyGdxT0tY</p>		

Week 6	ABE		<p>Quiz over area, perimeter and angles Circles (Kaplan TASC book pg. 454)</p> <p>Physical and Chemical Properties of Matter (Common Core Achieve lesson 7.2 pg 256-263) Read and discuss the lesson and complete the activities. Discuss types of materials used in electronic components and what chemical/physical properties make these materials good choices.</p> <p>EST vocabulary word matching game – students work in groups and race to match vocabulary words to definitions.</p> <p>Read the article, “How Technology Saved My Husband’s Life” http://blogs.gartner.com/cindi-howson/2016/04/22/techsavedhusband/ Answer comprehension questions and discuss sequence of events described in the narrative. Write an in-class essay summarizing the events described in the article. Use both paraphrasing and quotations in the essay. Emphasize essay structure: Intro, body, conclusion.</p> <p>Life coach visit to talk about researching companies and interviewing. Have students review/discuss the tips given by the life coach and explain why each is important for a successful interview.</p>	<p>Math (geometry)</p> <p>Science (Matter)</p> <p>Vocabulary</p> <p>Language Arts (read/write)</p> <p>Workforce Prep</p>	<p>7.G.4</p> <p>RST.9-10.7 RI 5.4</p> <p>L.11-12.6</p> <p>RI.4.5 W/WHST.6-8.2</p> <p>SL.5.3</p>
	EST	Day 1	<p>Go over second half of Module 4 PowerPoint with students. Inform students they will be taking a quiz first thing next class, then doing a lab over cat5e and coaxial cable (have students bring in tool kit).</p> <p>Watch: NEC 760 fire alarm system quiz https://www.youtube.com/watch?v=Eil4WmPFmpg&t=32s How to make cat5e cable https://www.youtube.com/watch?v=482VtesZwZ8 How to prepare coaxial cable https://www.youtube.com/watch?v=nKEvciE5G7c Fasteners machine screws and bolts https://www.youtube.com/watch?v=R3w2XWOwYS8&t=57s network rack closet build https://www.youtube.com/watch?v=GMPIT9QBi9g&t=233s</p>		

	EST	Day 2	Quiz over module 2 and tool worksheet lab, then do a lab on making cat 5e cable, punch down block and coaxial cable. Assign pages 262 - 313 in module 5 to read. Watch: No videos on this day		
Week 7	ABE		<p>Read "Safety Considerations for the Cabling Installer" from <i>Cabling Magazine</i> Discuss main ideas and the author's purpose. http://www.cablinginstall.com/articles/print/volume-9/issue-2/contents/installation/safety-considerations-for-the-cabling-installer.html</p> <p>Using the information in the article, write an essay that contains an introduction, body and conclusions and summarizes the steps cabling installation companies can take to ensure the safety of workers. (explanation essay)</p> <p>Algebraic thinking and solving for unknowns</p> <p>Life coach visit to critique resumes and help conduct mock interviews.</p>	<p>Language Arts (read)</p> <p>Evidence based essay Writing</p> <p>Math</p> <p>Workforce Prep</p>	<p>RI/RL.6.2</p> <p>RST.6-8.2 W/WHST.11 -12.4 L6.3 and 7.3 7.EE.4</p>
	EST	Day 1	<p>Go over Module 5 PowerPoint with students. Assign pages 196 - 260 in module 4 to read. Inform students they will be taking a quiz first thing next class. Watch: 2015 nfpa 70e https://www.youtube.com/watch?v=zrq8bK05CP4&t=14s Dangers of arc flash https://www.youtube.com/watch?v=xDLKLnVdIWE Electrical Safety for Industrial Facilities - Part 1 https://www.youtube.com/watch?v=6rZcQTbOfLM&t=113s Material Data Safety Sheets (MSDS) https://www.youtube.com/watch?v=DOCKzLSJG6o&t=124s OSHA Nightmares Compilation https://www.youtube.com/watch?v=bcuxWxzsFhY&t=97s OSHA Safety Video https://www.youtube.com/watch?v=qh4DNq2MQfY&t=145s What is Arc Flash- https://www.youtube.com/watch?v=Q-pmdI9jTzs</p>		

	EST	Day 2	<p>Go over Module 5 PowerPoint with students. Assign pages 196 - 260 in module 4 to read. Inform students they will be taking a quiz first thing next class.</p> <p>Watch:</p> <p>2015 nfpa 70e https://www.youtube.com/watch?v=zrq8bK05CP4&t=14s</p> <p>Dangers of arc flash https://www.youtube.com/watch?v=xDLKLnVdlWE</p> <p>Electrical Safety for Industrial Facilities - Part 1 https://www.youtube.com/watch?v=6rZcQTbOfLM&t=113s</p> <p>Material Data Safety Sheets (MSDS) https://www.youtube.com/watch?v=DOckzLSJG6o&t=124s</p> <p>OSHA Nightmares Compilation https://www.youtube.com/watch?v=bcuxWxzsFhY&t=97s</p> <p>OSHA Safety Video https://www.youtube.com/watch?v=qh4DNq2MQfY&t=145s</p> <p>What is Arc Flash- https://www.youtube.com/watch?v=Q-pmdl9jTzs</p>		
Week 8	ABE		<p>Kaplan TASC book “Writing for Clarity” Review of grammar and mechanics – editing exercise</p> <p>Kaplan TASC Economics – lesson 3 “The Economy and the U.S. Government” Rules and functions (use of formulas to solve for unknowns)</p> <p>Problem Solving in the Workplace – Read the article and discuss; participate in group problem solving activity. Groups will explain to the class the problem and their proposed solution as well as the logical process that led the group to that conclusion.</p>	<p>Language Arts</p> <p>Social Studies</p> <p>Math</p> <p>Workforce Prep</p>	<p>W.11-12.5 L.6.4</p> <p>RI.4.3</p> <p>8.F.3</p> <p>SL.9-10.4</p>
	EST	Day 1	Students create cover letters and resumes in class. These are sent to the instructor electronically.		
	EST	Day 2	The entire class time is used to study for the certification test. Students take multiple practice tests we have created and found online. Students must receive a 90% or higher two times in a row during class.		

Week 9	ABE		<p>Help students review EST lessons and vocabulary to prepare for the certification test</p> <p>Kaplan TASC Functions – lesson 6 “The Coordinate Plane” Introduce the concepts of x and y axis and how to plot points on the coordinate grid.</p> <p>Introduce the Information Essay format for the TASC test. Read sample prompt and set up an essay in this format</p>		
	EST	Day 1	The entire class time is used to study for the certification test. Students take multiple practice tests we have created and found online. Students must receive a 90% or higher two times in a row during class.		
	EST	Day 2	The entire class time is used to study for the certification test. Students take multiple practice tests we have created and found online. Students must receive a 90% or higher two times in a row during class.		
Week 10	ABE		<p>Help students review for EST lesson and vocabulary to prepare for the certification test.</p> <p>Kaplan TASC Functions – lessons 7-8 “Graphing a Line” and “Slope of a Line”</p> <p>Write an Information Essay in class following the format demonstrated in the last class.</p>		
	EST	Day 1	Take the certification exam.		

CNA/ADULT EDUCATION CLASS

SYLLABUS

Central Nine Career Center 2017/2018

DAY	CLASS	TIME	LESSON	Focus Subject	Standards
WEEK 1	ABE		<p>Give an overview of the ABE portion of the class and discuss goals and expectations</p> <p>Discuss history healthcare in America and why CNAs are in such demand today</p> <p>Watch and discuss “An Overview of the History of Healthcare” By: Ruth Paine https://www.youtube.com/watch?v=6RGpuO9F2nk</p> <p>Answer questions from the video and write a paragraph response to the prompt: What are some medical practices from ancient times that are still used today? Why are these practices still relevant?</p> <p>Kaplan TASC pg. 250 Review whole number operations. Students complete exercises at home. EMPower Plus <i>Everyday Number Sense</i> Lesson 9 pg 135-140 “Patterns and Order” mental math and order of operations</p>	<p>Social Studies (history/ culture)</p> <p>Language Arts</p> <p>Math (number sense)</p>	<p>SL.8.1</p> <p>W.3.1</p> <p>4.OA.3 4.OA.5</p>
	CNA		Introduction to the Role of the Nurse Aide/ Resident Rights		
	CNA		<p>Video: Was it Just a Drop of Blood</p> <p>Infection Control</p> <p>Medical Concerns and Emergency Procedures</p> <p>Fire Safety and other concerns</p>		
Week 2	ABE		<p>Read: 20 Reasons to Choose a Career as a CNA http://nursejournal.org/certified-nursing-assistant/20-reasons-to-choose-a-career-as-a-cna/ Discuss the article.</p>	Language Arts (Reading – Opinion)	<p>RI.8.6 RH.6-8.6</p> <p>SL.8.2</p>

		<p>What opinions about the CNA career are presented in this article? Do you agree with these opinions? Why or why not?</p> <p>Kaplan TASC book: Decimal Basics, Fraction Basics, Percents</p> <p>Common Core Achieve--Science : Lesson 3.2 “Cell Structure and Function” Read and discuss the lesson; Do the Vocabulary Review and the Skill Practice.</p>	<p>Math (fraction, decimal, %)</p> <p>Science</p>	<p>7.EE.2 7.NS.1-2</p> <p>RI.6.7 SL.4.2 SL.5.4</p>
	CNA	<p>Activities or Daily Living: Positioning/Turning, Transfers Rehabilitation and Restorative Services</p>		
	CNA	<p>Activities of Daily Living: Nutrition and Hydration Toileting</p>		
Week 3	ABE	<p>Read “What It Takes To Be A Great Employee: The Parable of the Oranges” Answer comprehension questions and discuss the purpose of a parable, main idea, and point of view.</p> <p>Have students think about the skills they possess that will help an employer become more successful. List these skills then write a letter of introduction to a perspective employer in which students identify these skills.</p> <p>Quiz over fractions, decimals, and percents Kaplan TASC Measurement p. 276</p> <p><i>Common Core Achieve Science</i> lesson 1.5 “Nutrition” Read the lesson and complete the activities. Students will identify the six key nutrients and their sources. Students will explain in their own words why proper nutrition is important to the care of ill, injured, or elderly patients.</p>	<p>Language Arts (reading)</p> <p>Workforce Prep/Letter Writing</p> <p>Math (Measure)</p> <p>Science (energy)</p>	<p>RI/RL.2.1 RI/RL.6.2</p> <p>W/WHST.11-12.4 L.3.3</p> <p>4.MD.2</p> <p>RST.11-12.2</p>
	CNA	<p>Cognitive Impairment/Dementia/Alzheimer’s Mental Health/Depression/and Social Needs</p>		
	CNA	<p>Video: The Natural Process of Aging Skin Care/Pressure Prevention Common Diseases and Disorders -- Nervous, Circulatory, and Musculo-Skeletal Systems</p>		

	CNA		Clinicals begin		
Week 4	ABE		<p>Discuss proofreading and editing strategies. Peer-edit students' cover letters looking for errors in spelling, grammar and punctuation as well as ways to use clearer or more specific wording.</p> <p>Vocabulary word study</p> <p>Discuss basics of a good resume. Look at some sample resumes to critique. Have students begin to write resumes -- finish for homework.</p> <p>Quiz over measurement (standard and metric) Reading Tables, Charts and Graphs (Math Power)</p> <p>Read "A History of the Nurse Aide" https://www.mycnajobs.com/blog/a-history-of-the-nurse-aide/#.WYOPUYjvIU and "A Brief History of CNA Careers" http://www.cnaprograms.org/articles/a-brief-history-of-cna-careers.html</p> <p>Discuss the articles and complete the event sequencing activity</p>	<p>Language Arts (editing)</p> <p>Vocabulary</p> <p>Workforce prep.</p> <p>Math</p> <p>Social Studies (events)</p>	<p>W/WHST.6-8.5</p> <p>RI 5.4 L.11-12.6</p> <p>3.MD.3-4</p> <p>RH.9-10.3</p>
	CNA		<p>Common Diseases and Disorders –Respiratory and Urinary Systems</p> <p>Common Diseases and Disorders – Gastrointestinal, and Endocrine Systems</p> <p>Common Diseases and Disorders – Reproductive, Immune/Lymphatic Systems</p>		
	CNA		<p>Counting and Recording Radial Pulse, Respirations</p> <p>Measuring and recording blood pressure</p> <p>Basic Nursing Skills (Vital Signs, Height and Weight)</p>		
	CNA		Clinicals		
Week 5	ABE		<p>Kaplan TASC book: Tables and Pictographs/Bar and Line Graphs; Calculating percent of change.</p> <p>TABE A Language lessons "Summarizing and Paraphrasing" "Direct and Indirect Quotations."</p>	<p>Math (statistics)</p> <p>Language (reading/write)</p>	<p>4.MD.3,5-6</p> <p>L.4.2 and 5.2</p> <p>RST.9-10-4</p>

		<i>Common Core Achieve Science_ Lesson 1.4 “Homeostasis”</i> Read and discuss the lesson and do the exercises. Students will explain in their own words how the human body adjusts to both external and internal stimuli. Why is this knowledge important to you as a CNA?	Science	
	CNA	Resident’s Environment Activities of Daily Living (Devices used for Transfer)		
	CNA	Activities of Daily Living – (Oral Care, Grooming, Nail Care) Activities of Daily Living – (Dressing)		
	CNA	Clinicals		
Week 6	ABE	<p>Quiz over tables, graphs and percent of change Perimeter, area, volume (Kaplan TASC book)</p> <p><i>Common Core Achieve Science</i>—Lesson 5.3 (Work and Simple Machines) Read and discuss the lesson and complete the activities. Discuss how simple machines are used in the work of a CNA to aide in lifting and moving patients.</p> <p>Vocabulary word matching game – students work in groups and race to match vocabulary words to definitions.</p> <p>Read http://www.tampabay.com/news/humaninterest/medicine-runs-in-the-family-for-bay-care-st-anthonys-nurse/2323079 Answer comprehension questions and discuss sequence of events. Write an in-class essay summarizing the events described in the article. Use both paraphrasing and quotations in the essay. Emphasize essay structure: Intro, body, conclusion.</p> <p>Life coach visit to talk about researching companies and interviewing. Have students review/discuss the tips given by the life coach and explain why each is important for a successful interview.</p>	<p>Math (geometry)</p> <p>Science (Motion and Forces)</p> <p>Vocabulary</p> <p>Language Arts (read/write)</p> <p>Workforce Prep</p>	<p>7.G.4</p> <p>RST.9-10.7</p> <p>RI 5.4</p> <p>L.11-12.6</p> <p>RI.4.5 W/WHST.6-8.2</p> <p>SL.5.3</p>
	CNA	Labor Day (No Class)		
	CNA	Bathing, Shampoo, Perineal Care Restraints		

	CNA		Clinicals		
Week 7	ABE		<p>Look at http://cna.plus/cna-tips-tricks-time-savers/ online. Discuss main ideas and the author's purpose for writing the article.</p> <p>https://www.firstlighthomecare.com/blog/2014/05/15/home-health-care-versus-nursing-home-care/ Read this pro/con article about home care for the elderly verses nursing home care. Write an essay with an introduction, body, and conclusion that summarizes the pros and cons of each and describes a few of the options available for seniors who need care.</p> <p>Algebraic thinking and solving for unknowns</p> <p>Life coach visit to critique resumes and help conduct mock interviews.</p>	<p>Language Arts (read)</p> <p>Evidence based essay Writing</p> <p>Math</p> <p>Workforce Prep</p>	<p>RI/RL.6.2 RST.6-8.2</p> <p>W/WHST.11-12.4</p> <p>L6.3 and 7.3 7.EE.4</p>
	CNA		<p>Oxygen Use</p> <p>Devices/Interventions-Prosthetics, Hearing Aids, Artificial Eye, Eyeglasses, Dentures</p> <p>Special Care Needs- IV fluids, Non Pharmacological Pain Interventions</p>		
	CNA		<p>Admissions/Transfer/Discharge</p> <p>End of Life</p> <p>Daily Responsibilities</p> <p>Protecting Your Profession</p>		
	CNA		Clinicals		
Week 8	ABE		<p>Kaplan TASC book "Writing for Clarity"</p> <p>Review of grammar and mechanics – editing exercise</p> <p>Kaplan TASC book "Levels and Branches of Government"</p> <p>Read and discuss the lesson. Answer the TASC practice questions.</p> <p>Discuss how the different branches of government influence the U.S. healthcare system.</p> <p>Rules and functions (use of formulas to solve for unknowns)</p>	<p>Language Arts</p> <p>Social Studies</p> <p>Math</p>	<p>W.11-12.5 L.6.4</p> <p>RI.4.3 8.F.3</p> <p>SL.9-10.4</p>

			Career Ladder activity	Workforce prep	
	CNA		Review of Lessons Review of Lab Demonstrations Q&A session concerning State Final (Both Written and RCPS) Group review and Study Session		
	CNA		Final Exam		
	CNA		Clinicals		

RESOURCES

Building Opportunities - Resources to support states and providers in implementing Integrated Education and Training (IET) and Integrated English Literacy and Civics Education (IELCE) under Section 243 of the Workforce Innovation and Opportunity Act (WIOA). <https://lincs.ed.gov/program/building-opportunities-ielce/resources>

Integrated English Literacy and Civics Education (IELCE) Program Guide
https://lincs.ed.gov/sites/default/files/IELCE_checklistFINAL508_0.pdf

Integrated Education and Training (IET) Guide
https://lincs.ed.gov/sites/default/files/IET_checklist508FINAL_0.pdf

CLASP (Center for Law and Social Policy) - CLASP works to improve employment opportunities for low-income people by advocating for federal, state, and local policies to improve access to education and training that lead to better-paying jobs. Clasp.org

COABE (Coalition of Adult Basic Education) Educator Resources – Webinars on a variety of timely topics presented by national experts <http://www.coabe.org/webinar-resources>

Corporation for a Skilled Workforce – CSW, a philanthropic initiative by JPMorgan Chase, is a national nonprofit that partners with government, business, and community leaders to connect workers with good jobs, increase the competitiveness of companies, and build sustainable communities.
<http://skilledwork.org/wp-content/uploads/2018/12/CSWLaborMarketReport-SinglePage-Jan-2019.pdf>

Employability Skills Framework - To leverage and connect the efforts of policy makers, educators, and employers, the U.S. Department of Education compiled the Employability Skills Framework and developed related tools, media and resources. <http://cte.ed.gov/initiatives/employability-skills-framework>

Governor's Workforce Cabinet - The Cabinet was created by Senate Bill 50 in 2018 and is tasked with aligning the state's education and workforce development programs.
<https://faqs.in.gov/hc/en-us/sections/360000162846-Governor-s-Workforce-Cabinet>

Hoosiers by the Numbers - Your premier source for labor market information for Indiana
<http://www.hoosierdata.in.gov/indicator/full.aspx>

Indiana Adult Education Administrator Manual - Comprehensive guidance and information for administrators, includes overviews of federal and state legislation and funding.
<https://www.in.gov/dwd/files/Administrators%20Manual.pdf>

Indiana Adult Education Teachers' Handbook - Comprehensive guidance and information, including a section for Creating a Career-infused Classroom.
<https://www.in.gov/dwd/files/Teacher%20Handbook.pdf>

Indiana Association for Adult and Continuing Education (IAACE) Employer Engagement Committee - The employer engagement committee is focused on building collaborations between employers and adult education providers to increase opportunities for our adult education learners.

<https://iaace.com/employer-engagement/>

Indiana Career Ready – Your single source providing the tools needed to prepare and find high-demand and high-wage jobs needed now and in the future <https://www.indianacareerready.com/Home/Index>

International Institute of Minnesota - The Institute delivers services and resources to assist New Americans in the transition to a new life leading to economic self-sufficiency. <https://iimn.org/>

LINCS - A national leadership initiative of the U.S. Department of Education, Office of Career, Technical, and Adult Education (OCTAE) to expand evidence-based practice in the field of adult education. *Study Guide for Purposeful Exploration of Adult Education for Work: Teaching and Learning in a Work Context*

https://lincs.ed.gov/publications/pdf/LINCS_Study_Guide_Adult_Ed_For_Work.pdf

Engaging Employers to Support Adult Career Pathways Programs is a publication of the Designing Instruction for Career Pathways

https://lincs.ed.gov/publications/pdf/acp/Engaging_Employers_IssueBrief.pdf

My Cook Pathway - Pete Yonkman, President of Cook Medical and Cook Group, webinar segment on Cook Group partnering with their local adult education program, Broadview Learning Center, to deliver HSE classes in the workplace. The clip is shown from 19:55 to 52:32.

<https://www.youtube.com/watch?v=6ju-Qodl4Wo&feature=youtu.be>

National College Transition Network - *Integrated Education and Training: Implementing Programs in Diverse Contexts* http://www.collegetransition.org/wp-content/uploads/2017/10/IET_Guide.pdf

National Skills Coalition - National Skills Coalition conducts and sponsors research to better inform general debates about the need for federal and state investments in the skills of America's workers and industries, and the effectiveness of these investments.

<https://www.nationalskillscoalition.org/resources/publications>

New World of Work – A digital badging project focused on essential workforce preparation skills which was developed under the *Doing What MATTERS for Jobs and the Economy* framework of the California Community Colleges system <https://www.newworldofwork.org/>

Northstar Digital Literacy Project – The Northstar Digital Literacy Assessment was developed by adult education practitioners in Minnesota. The assessment defines basic skills needed to perform tasks on computers and online. Online, self-guided modules assess the ability of individuals to perform tasks based on these skills. <https://www.digitalliteracyassessment.org/>

Occupational Information Network (O*NET) - Free online database that contains hundreds of occupational definitions to help students, job seekers, businesses and workforce development professionals understand today's world of work in the United States. <https://www.onetonline.org/>

Penn State Integrated Education and Training Library - *Developing Basic Skills Curriculum for an IET Guide* provides resources and tools that will help practitioners plan, design, and implement the basic skills component of an IET curriculum. <http://sites.psu.edu/pathwaystoemployment/project-resources-overview/developing-basic-skills-curriculum-for-an-iet-guide/>

Tennessee Department of Education Work-Based Learning - A website full of resources for all stakeholders, including employers, to promote awareness and engagement in work-based learning for K-12 but applies to adult education efforts as well. <https://www.tn.gov/education/career-and-technical-education/work-based-learning.html>

Urban Institute - This nonprofit Institute is a leading research organization dedicated to developing evidence-based insights that improve people's lives and strengthen communities. *The Goals and Dimensions of Employer Engagement in Workforce Development Programs*
https://www.urban.org/sites/default/files/publication/76286/2000552-the-goals-and-dimensions-of-employer-engagement-in-workforce-development-programs_1.pdf

Work Indiana - The WorkINDiana program offers short-term occupational training to Adult Education students, resulting in industry-recognized certifications. <https://www.in.gov/dwd/files/Framework.pdf>