



MISSOURI
Adult Education
& Literacy

Integrated Education and Training

MAACCE Conference
June 20, 2024





“...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”



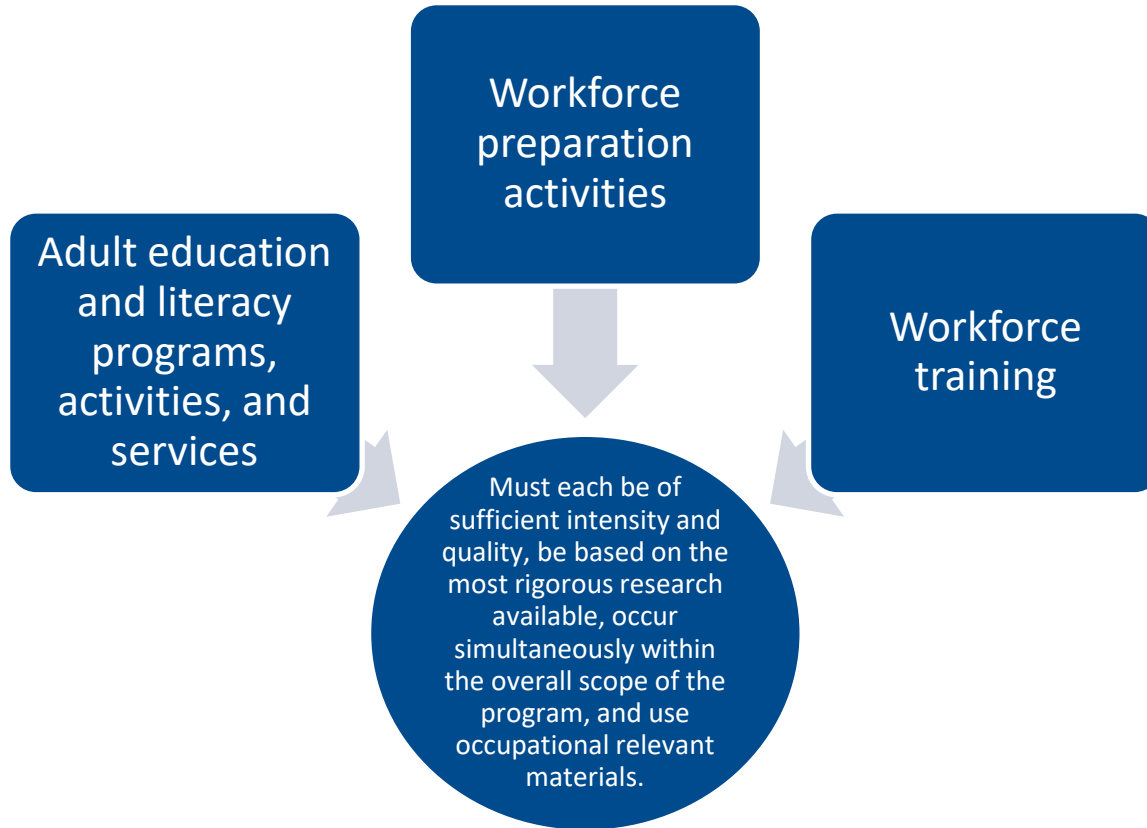
Workforce Innovation and Opportunity Act
(WIOA) 34 CFR 463.35-463.38.

IET programs must comply with WIOA and
align with the state's content standards.

IET programs must integrate three components
that occur concurrently and contextually.

IET programs contain a single set of learning
outcomes that identify specific adult education
content, workforce preparation activities, and
workforce training competencies, and the
program activities are organized to function
cooperatively.

Required Components of an IET



Active IET Programs in Missouri

- Crowder College
 - ❑ Tyson DART
 - ❑ Forklift Operator
 - ❑ Unlicensed Nurse Technician
 - ❑ Advanced Manufacturing
- East Central College
 - ❑ CNA (IELCE)
 - ❑ CMT (IELCE)
- Joplin Schools
 - ❑ Practical Nursing
- Literacy KC
 - ❑ ServSafe
 - ❑ CAN
 - ❑ Forklift/OSHA
- St. Charles Community College
 - ❑ Certified Logistics Associate
 - ❑ Certified Logistics Technician



The Future of IET in Missouri

Adult Education and Literacy
Integrated Education and Training
Strategic Plan 2023-2028



In the belief of the Missouri Department of Elementary and Secondary Education that to demonstrate the state's commitment to providing quality, equitable, and accessible education, it is necessary to ensure that all students have the opportunity to succeed in 21st-century careers and higher education, the Department of Elementary and Secondary Education has developed this Strategic Plan for Adult Education and Literacy. This Strategic Plan is intended to guide the Department's efforts to improve the quality of adult education and literacy programs in Missouri. The Department of Elementary and Secondary Education is committed to providing high-quality, equitable, and accessible education for all students, and this Strategic Plan is a key component of that commitment.

Updated November 2023



Performance Goals
MERIC Data
Program Resources
Task Force

Tactic #3:
Ability to Benefit
Tactic #21:
Expand IET



2024

SIXTY FOR ALL

A ROADMAP TO EQUITABLE POSTSECONDARY ATTAINMENT FOR ADULT MISSOURIANS

DEPARTMENT OF HIGHER EDUCATION & WORKFORCE DEVELOPMENT

ESG Education Strategy Group

MOCAN MISSOURI OFFICE OF CAREER AND TECHNICAL EDUCATION

Source: DESE AEL IET Strategic Plan: <https://dese.mo.gov/media/pdf/ael-iet-strategic-plan>,
DHEWD Sixty For All: <https://dhewd.mo.gov/initiatives/documents/adult-learner-strategic-plan.pdf>

Ability to Benefit (Tactic #3)

Leverage Fast Track to Increase Ability to Benefit Usage

Ability to Benefit (AtB) is a federal provision that allows individuals without a high school diploma or equivalent to access federal financial aid for higher education programs by demonstrating their ability to benefit from such education through an approved assessment or completion of six college credit hours.

Missouri's Fast Track program presents a unique opportunity as it doesn't mandate a high school diploma, making it a potential catalyst to enroll adult basic education students into higher education by covering the first 6 credit hours for a student without a high school equivalency. By leveraging state Fast Track dollars, these adult basic education students could then unlock federal financial aid opportunities, further promoting accessibility and educational attainment among underserved populations in the state.

MDHEWD should establish a formal partnership with DESE's Adult Education office to streamline communication, advising, and recruitment efforts, creating a cohesive strategy to transition adult basic education students into higher education pathways. This collaboration will enhance outreach, support, and educational opportunities, ultimately facilitating the seamless transition of adult learners into higher education.

Ability to Benefit (Tactic #3)

Steps to Leverage Fast Track
to Increase Ability to Benefit
Usage

- Establish a formal partnership between MDHEWD and DESE's Adult Education office to enhance awareness of AtB, encourage its utilization by adult basic education students, and facilitate a smooth transition process for adult learners into higher education. Develop a comprehensive joint communication plan encompassing strategies like website development, brochure creation, and outreach initiatives to effectively promote AtB awareness among adult basic education students and institutions of higher education.
- Provide training and support to adult basic education instructors, staff, and admission and financial aid officers at institutions of higher education on AtB. This training should cover the basics of AtB, as well as how to advise students on how to meet the AtB requirements.
- Develop a process for identifying and advising adult basic education students who are eligible for AtB. This process should include screening students for eligibility and providing them with information about the assessment options.
- Create a system for tracking the progress of adult basic education students who use AtB to enroll in higher education. This data can be used to assess the effectiveness of the partnership and to identify areas for improvement.

Expand IET (Tactic #21)

Partner to Expand Integrated Education and Training (IET) Programs

States like Washington, Indiana, Texas, Louisiana, and Florida have placed big bets on strengthening alignment between adult education, postsecondary education, and workforce through the use of IET programs.

In Missouri, NRS data from 2021 indicate that of the 10,000 students enrolled in adult education programs, only 114 students were in IET programs. This emphasizes the untapped potential and the need to harness IET's promising benefits for adult learners in Missouri. In conversations with the Adult Education Office at DESE, it is clear recruiting both postsecondary institutions and employers to offer this high-impact intervention is a challenge. Given MDHEWD's postsecondary and employer relationships, MDHEWD is uniquely positioned to lend its support, bridging the gap between postsecondary institutions, employers, and adult education, to facilitate the success of IET programs in the state. As it relates to the state's equity goals, Black and Hispanic learners are currently overrepresented in adult education. Therefore, focusing on IETs serves to further MDHEWD's strategic education and labor participation goals.

MDHEWD should partner with DESE's Adult Education Office, to expand IET programs in Missouri.

Steps to Partner to Expand Integrated Education and Training (IET) Programs

- Establish a statewide IET advisory committee composed of representatives from adult education, postsecondary education, workforce development, employers, and adult learners. This committee should meet regularly to provide guidance on the implementation of the statewide IET strategy, evaluate the effectiveness of IET programs, and recommend improvements.
- Consider implementing a state requirement for adult education providers to offer IET programs. Work towards a policy that ensures rigorous, high-quality IET programs, combining basic skills instruction with occupation-specific training. Allow flexibility for providers to collaborate or partner with organizations to meet the requirement.
- Provide financial incentives to postsecondary institutions and employers to partner with adult education providers to develop and implement IET programs. These incentives could include grants, tuition reimbursement, or tax credits.
- Ensure that IET programs offer comprehensive support services for participants, including navigation assistance. Supportive measures should address barriers to employment and persistence, enhancing the likelihood of program completion. Implement a statewide communication strategy to raise awareness about IET programs, targeting both potential participants and employers.

Quality Indicator #6:

Has an articulated marketing and outreach plan to reach potential students in the community, with a focus on the most vulnerable and historically underserved populations.

Missouri has successful IET programming to share with partners; however, our message needs more connection with all populations and must be updated with equity in mind.

Quality Indicator #24:

Addresses IET sustainability and scaling needs with state systems, local programs, collaborators, employers, and learners.

Missouri has appropriate infrastructure to support IET scaling; however, we have not sufficiently utilized all stakeholder voices to ensure access and sustainability.

Vision

Engage community, employer, and student partners by showcasing the role of IET programs in producing a skilled and self-sustaining workforce.



Goal

Activate a diverse IET Advisory Group, including students, employers, and WIOA partners, to inform appropriate messaging for all stakeholders to understand the value of IET.

Goal 1: Create an Advisory Board

- Quality & Equity: We will consider lists of potential students and choose students from those representing all program demographics. We will build the Advisory Board with HSE and ELL students.
- Data-driven Decisions: We will examine data from various data sources, including LMI, student demographics, local employers, and hiring employers. We will build the Advisory Board with representatives from these areas.
- Partnerships: The entire purpose of the board is to create and sustain partnerships between staff, agencies, employers, and students. These partnerships will support IET programs across the state.
- Scale and Sustainability: Including partner perspectives will generate ideas and plans to increase student access and services. We will also leverage partners to provide funding and in-kind services.

Goal 2: Marketing and Outreach

- Partnership: Intentional IET marketing and outreach will create long-lasting partners. The point of outreach and marketing is to attract employer and agency partners
- Quality & Equity: We will consider all populations served for marketing and outreach materials (the syllabus and others). Materials will be professional and appealing. We will utilize numerous marketing methods (electronic, print, etc.).
- Data-driven Decisions: Effective marketing begins with solid data. Where do our potential students live? What group is most interested or likely to attend? What work is available? What industries are always hiring?
- Scale and Sustainability: Marketing and outreach are specific tools that allow IET programming to scale up and grow. Marketing also brings partners to the collaboration that sustains resources needed for IET programming.

Missouri's Action Plan

Use state and local LMI to identify employer and WIOA partners from which to draw Advisory Board members.

1

Central Region Highest Growth Openings 2018-2028						
Occupation	Average Wage	Percent Growth	Exits	Annual Openings Transfers	Growth	Total
NOW - Typically requires short-term on-the-job training or less, little to no experience, and/or a high school diploma						
Combined Food Preparation and Serving Workers	\$22,004	23.2%	641	790	167	1,598
Personal Care Aides	\$24,218	33.5%	429	380	166	975
Waiters and Waitresses	\$20,264	11.8%	426	753	68	1,247
Landscaping and Groundskeeping Workers	\$28,326	10.9%	133	288	34	455
Home Health Aides	\$23,765	23.4%	79	86	31	196
Janitors and Cleaners, Except Maids and Housekeeping Cleaners	\$25,750	7.3%	242	279	28	549
Light Truck or Delivery Services Drivers	\$33,770	10.4%	113	199	27	339
Laborers and Freight, Stock, and Material Movers, Hand	\$27,889	5.3%	196	407	23	626
Customer Service Representatives	\$32,189	6.4%	180	320	23	523
Construction Laborers	\$39,842	7.0%	88	205	18	311
NEXT - Typically requires non-degree certificate, associate degree, apprenticeship, some experience, or moderate-to long-term training						
Cooks, Restaurant	\$23,877	28.6%	223	372	105	700
Nursing Assistants	\$25,652	12.0%	243	264	51	558
Loan Interviewers and Clerks	\$35,716	33.6%	45	77	35	157
First-Line Supervisors of Food Preparation and Serving Workers	\$31,978	16.9%	96	241	34	371
Maintenance and Repair Workers, General	\$33,608	8.1%	130	228	29	387
Medical Secretaries	\$30,786	14.0%	88	104	27	214
Heavy and Tractor Truck Drivers						386
Computer and Mathematical Occupations						109
Medical and Health Occupations						101
Licensed Practical Nurses						146
LATER - Typically requires a degree						498
Registered Nurses						473
General and Operations Managers						121
Computer and Mathematical Occupations						120
Loan Officers						111
Securities, Compliance, and Insurance Related Occupations						118
Health Services Technicians						63
Software Developers, Quality Assurance, and Testing Occupations						109
Market Research Analysts and Promotions Managers						242
Accountants and Auditors						159
Public Relations Specialists						
Central Region Industry Projections 2018-2028						
NAICS Industry	Employment		2018-2028 Change			
	2018	2028	Numeric	Percent		
Total All Industries	306,592	325,745	19,153	6.2%		
722 Food Services and Drinking Places	24,586	29,022	4,436	18.0%		
622 Hospitals	15,942	18,322	2,380	14.9%		
621 Ambulatory Health Care Services	10,571	12,169	1,598	15.1%		
624 Social Assistance	7,412	8,840	1,428	19.3%		
541 Professional, Scientific, and Technical Services	7,961	9,285	1,324	16.6%		
561 Administrative and Support Services	9,307	10,432	1,125	12.1%		
623 Nursing and Residential Care Facilities	8,348	9,391	1,043	12.5%		
454 Nonstore Retailers	2,329	3,320	991	42.6%		
813 Religious, Grantmaking, Civic, Professional, and Similar Organizations	7,315	8,290	975	13.3%		
551 Management of Companies and Enterprises	4,140	4,730	590	14.3%		
332 Fabricated Metal Product Manufacturing	2,722	3,268	546	20.0%		
333 Machinery Manufacturing	2,744	3,226	482	17.6%		
999 Local Government, Excluding Education and Hospitals	11,642	12,046	404	3.5%		
611 Educational Services	31,312	31,695	383	1.2%		
447 Gasoline Stations	3,772	4,139	367	9.7%		

Source: MERIC 2018-2028 Long Term Projections

2

Use AEL program input to identify students and graduates as potential Advisory Board members, being mindful of program demographics and representation of underserved populations.

Are you interested in participating in the Missouri IET statewide advisory board?

Do you know someone who may be beneficial to the Missouri IET statewide advisory board?

Do you have ideas that may be beneficial to the Missouri IET statewide advisory board?

3

Based on Advisory Board input, create two versions of a syllabus template for review: one to support student success; one to market to employer partners.

LGM-101 Mondays & Wednesdays 6:00 pm – 8:40 pm

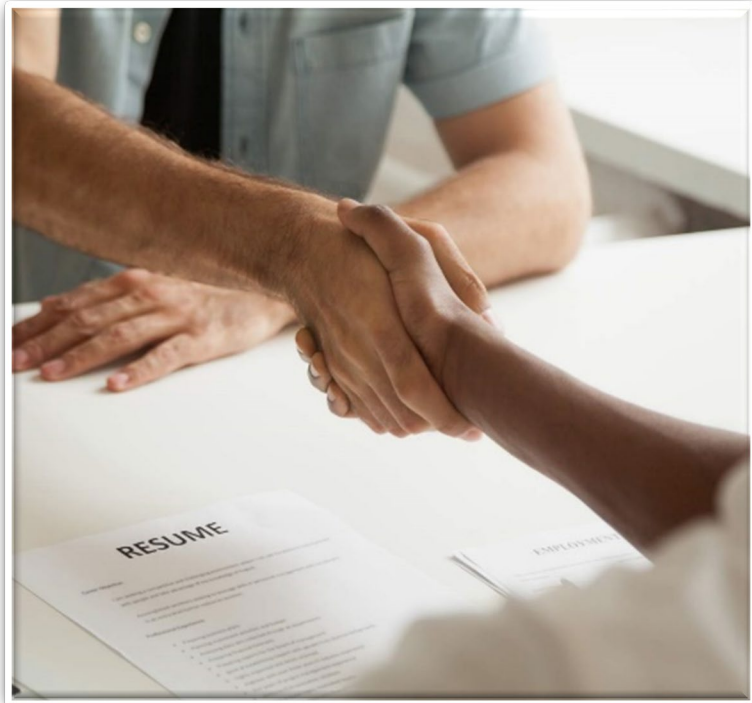
Instructor: Mrs. Frieze
 Email: mrfrieze@magic-schoolbus.com
 Phone: Office: 123-456-7890
 098-765-4321
 Text: Main Bus - Advising
 Office: Tuesday 4:30 PM – 5:30 PM by appointment
 Office hours:

Course Purpose	To receive and understand the fundamentals of Supply Chain and Logistics as a general overview.
Course Description	This course provides students with the foundational knowledge needed to understand the world of supply chain and logistics, along with related core competencies, including safety, quality control, communications, teamwork, good workplace conduct, and familiarity with computer systems that support supply chain operations.
Class Objectives:	Upon completion of the course, the student will be able to: <ul style="list-style-type: none"> • Demonstrate use of basic terminology of the supply chain industry. • Be familiar with the various government bodies and regulations. • Demonstrate general knowledge of warehouse practices and equipment. • Demonstrate a good understanding of safety in the workplace. • Understand the logistics environment and life cycle.
Grades:	100 - 90 = A 89 - 80 = B 79 - 70 = C 69 - 60 = D 59 - 0 = F
Attendance:	Attendance is very important in this class; more than one absence will jeopardize a student's grade. Emergencies do occur; please call 123-456-7890, prior to class time (leave a message if I do not answer). Late assignments will be considered for credit on a case-by-case basis. Coming to class late or leaving early will result in an absence for the class period.
LGM Withdrawal Policy:	Fall 2025 withdrawal date for the first 8-week session October 2, 2024. If you stop attending class and do not officially withdraw, you will receive an "F" for the course. This class counts as college credit, as do all your classes. Use good judgment when considering dropping classes. They will appear on your official transcripts, which you will use well into your career future.
Assignments:	Each week we will complete various assignments and projects. These assignments are meant to stimulate your critical thinking skills. Assignments must be completed before class. Graded assignments will be returned to students within a week whenever possible. Elements of the syllabus may change at the instructor's discretion. There will be two papers that you will be expected to write. They will be two pages each with a works cited page. One will be about a logistics article from print media and the other will be about logistics video media such as a Ted Talk, youtube, etc.

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Exams:	There will be a credential exam on campus.
Plagiarism and Cheating:	In the case of plagiarism (claiming that words and ideas of others are your own and/or not indicating the source of ideas), the instructor reserves the right to give the student a zero for the assignment. You may also fail a course for engaging in plagiarism or cheating and could be reported to the Dean of Student Success for possible disciplinary action.
Academic Misconduct:	Any form of academic dishonesty, plagiarizing, cheating, fabrication, facilitation, or other academic misconduct is prohibited. Please refer to the SCC Student handbook for definitions and specific examples of academic misconduct. Students found engaging in academic misconduct will receive a zero on the exam or assignment in question and may receive an "F" for the course.
SCC ID CARD:	Many services on campus cannot be accessed without a Magic School Bus ID card. You may go to Advising in the Main with your paid receipt showing you've paid for the courses in which you're enrolled, an official photo ID (driver's license), and your license plate number and they will be happy to create your ID card.
Disability Support Services:	We all have various channels through which we learn best. Disability Support Services is available to guide, counsel, and assist students with disabilities. Please contact the Disability Support Manager, Mary Poppins, at (011) 345-6789 so that eligibility for services can be determined. Additionally, the Disability Support Manager will provide a one-stop-shop to address 2-year plans for degree completion and registration all in one place. Location is in Room 133 of the Student Center.
Mental Health Services:	The college years can be a time of growth and development as well as a time of challenges and stress. Students may experience that stress in many ways. The Magic School Bus offers the opportunity to address your concerns with a FREE mental health counselor on campus. MSB has a well-trained professional to help with a wide range of concerns common to college students including anxiety, eating concerns, alcohol/drug issues, relationship concerns, academic stress, suicidal thoughts, sexual and LGBT concerns. We are committed to providing high quality care guided by the MSB mission of serving our community by focusing on academic excellence, student success, workforce advancement, and life-long learning within a global society. We celebrate diversity and we enrich the economic and cultural vitality of the region by providing an accessible, comprehensive, and supportive environment for teaching and learning. Our mental health counselor will offer short-term counseling, community support and referrals. Sometimes a student may require care beyond the scope of our counseling center and in these situations, students will be assisted with establishing care off campus. Length of counseling varies. Some problems are resolved within one or two sessions. Other problems may require meeting more often. This will be determined by you and your counselor. Please refer to Canvas for the link to contact mental health services. Any faculty, staff, or student may submit a report to the Behavioral Intervention Team at ivestohil@msb.edu or by calling 098-765-4321. Any serious concerns of immediate response please direct to the MSB Department of Public Safety at 135-795-3579.
Campus Closings:	For up-to-date information on closings due to inclement weather or other

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