**Houston – We Have a Problem!!!**

**Integrated Education and Training (IET) Implementation**

The adult education department at Mooretown Community College decided to start a new integrated certified manufacturing specialist (CMS) program in collaboration with the manufacturing department of the college. Adult education was recently moved to the jurisdiction of the community college system by a change in state legislation. Both the adult education and manufacturing departments were under the direction of the workforce director of the college. The adult education coordinator was very experienced in adult education practices but very new to the college credit and articulation protocol. Likewise, all the workforce director knew of adult education was that it could help students attain a high school equivalency.

In the initial planning of the integrated education and training (IET) program, the adult education coordinator and workforce director collaborated on the logistics of both programs. They brought in a team from each department to work on staffing, recruiting, scheduling, curriculum, and other aspects of program development. Both departments utilized their most experienced teachers to implement instruction. The instructors met once to plan and review the curriculum.

Recruitment went well within the adult education department, with much interest being shown by students. However, students were not clearly informed upfront that attendance and appropriate dress would be strictly enforced. Consequently, the CMS instructor immediately dropped students for inappropriate dress and lack of attendance, in addition to lack of interest.

The adult education teacher talked endlessly with the students about attendance, dress, and attitude. Many of the students had transportation issues, childcare issues, and other life issues that prevented them from attending regularly. By the beginning of the third week the CMS instructor had dropped over half the students because of attendance and dress. The adult education teacher was upset because she seemed to have no authority in making decisions that impacted her students. She felt that the CMS instructor treated her like an aide in the classroom, not a co-teacher. She was having to work with the students on their basic skills during random times that she could meet them in her office. She was given no opportunity to try and integrate basic skills into the CMS curriculum. The CMS instructor had a strict syllabus that permitted no variation.

Other problems like the lack of student IDs for adult education students was causing the students to feel isolated and unequal to the other students on campus. The workforce director was beginning to get nasty emails from the admission and financial departments about unmet admission requirements and unpaid tuition. Both the adult education coordinator and workforce director tried to help other departments of the college to understand the adult education student, but for the most part nothing was being done to help adult education students complete their programs. No one else at the college supported the initiative because they believed “those” students should not be allowed on campus. No one except the chancellor, who had instructed the workforce director to get the program up and running immediately (as directed by the state office), seemed to want the adult education students on campus.