#### Case Study Activity: Is it an IET?

In this activity, your group will:

* Review one of the sample adult education programs below.
* Discuss the aspects of the program that meet WIOA regulations and state policies for an IET.
  + What makes or would make it an IET program?
  + What information is missing that would help you decide if it meets the requirements for an IET program?
* Document the evidence (or lack of evidence) and report your findings to the larger group.

#### Case Study #1

##### MEDICAL RECORDS AND MEDICAL OFFICE RECEPTIONIST Everytown Adult and Continuing Education Center

The Everytown Adult and Continuing Education Center offers a variety of adult education integrated vocational/occupational programs. These programs align closely with the immediate employment needs in the region. The Everytown Center collaborates directly with the regional Workforce Development Board and offers programming that directly relates to employment needs and growth areas.

The course structure for this program includes a 1-week pre-vocational component, a 10-week technical/vocational program, and a 1-week post-vocational class. The Medical Records and Office Receptionist course is 130 hours and is taught by adult education instructors in collaboration with experts in this vocational area. Key features of the vocational course include medical terminology, basic office management concepts, written and oral communication, and records security and management.

The post-vocational class provides students with a debriefing opportunity and a wide array of workforce preparation activities, including certification testing preparation and job application support. The center collaborates with the local one-stop to provide modules on résumé development, interviewing, and job placement. Also, information is provided to students about further education opportunities within the medical records field. Many students receive assistance in applying for and enrolling in continuing postsecondary education.

The Everytown Center is housed in a complex that includes medical offices, and students can access those offices for authentic experience and practice. Students in the program are mostly at intermediate educational levels or above and include a mixture of native English speakers and second language learners. A variety of supportive services are available, including childcare, transportation, clothing, counseling, and advising.

The center acquires most of the funding for its vocational programming through dedicated fundraising activities, although some funding for target clientele (TANF, dislocated workers, etc.) is available through the regional WIB. Basic education instructional delivery is covered through state adult education funding.

#### Case Study #2

##### BUSINESS TECHNOLOGY Riverside Institute of Technology

The I-BEST Business Technology program prepares students for positions in beginning administrative support, reception, customer care, and sales/marketing support. Students earn a certificate of completion for the program as well as a variety of Microsoft skill certificates. Graduates are also eligible for entry into a variety of certificate programs (in web maintenance, project management support, publication/sales/marketing support, customer service/product support, and Microsoft Office applications) as well as the full business degree program.

The 30-credit, two-quarter Business Technology program includes the following courses:

* **Term 1:** Keyboarding 1 (3 credits), WORD (5 credits), Business Computer Management (3 credits), and Communication Skills and Computer Applications I (3 credits)
* **Term 2:** Excel I (5 credits), PowerPoint (4 credits), Outlook (4 credits), and Communication Skills and Computer Applications II (3 credits)

Most students entering the Business Technology integrated program are dually enrolled in adult basic education and a postsecondary program. They are often students for whom English is their second language.

The curricula for the Business Technology program are developed jointly by the adult education faculty and the business tech faculty. Instructors typically work in two- or three-person teams. Faculty are paid for time spent on program development. The adult education instructors are present 50% of the time in the technical classes to assist students with basic skills. There are also pullout sessions in which basic skills instructors work with students on specific skills and lessons.

All students participate in workforce preparation activities that are embedded in the technical courses. Students learn skills that aid in résumé development and interviewing and a variety of soft skills that employers deem important. In addition, the school provides an Employment Resource Center, which also offers workforce preparation training as well as information about job opportunities. Assistance connecting employers with graduates is also provided.

The graduation rate from this program has been exceptional. The 75% completion rate far exceeds the norm for non-I-BEST programming in the institute. This high success rate yields additional revenue for the college under a statewide performance-based funding system. In general, I-BEST programming yields a 1.75 FTE revenue calculation due to the additional costs involved in the integrated methodology.