



# Designing and Implementing Evidence-Based Accelerated Learning: Program Design

April 8, 2024

10:00am - 11:00am





# WestEd CAEP Team & Today's Presenters



**Lisa Le Fevre, PH.D.**  
Senior Program Associate  
[lfevr@wested.org](mailto:lfevr@wested.org)



**Blaire Willson Toso, Ph.D.**  
WestEd Consultant  
[bwt121@gmail.com](mailto:bwt121@gmail.com)

# Voices From the Field: Presenters



**Lorilee Niesen**  
Assistant Superintendent  
Adult & Career Education  
[lorileen@sutter.k12.ca.us](mailto:lorileen@sutter.k12.ca.us)

**Jacob Holmes**  
Director  
Career & Adult Education  
[jacobh@sutter.k12.ca.us](mailto:jacobh@sutter.k12.ca.us)

**Rinky Basi**  
Director  
Sutter county One Stop  
[rbasi@sutter.k12.ca.us](mailto:rbasi@sutter.k12.ca.us)



**Stephanie Hasakis Flaucher**  
Associate Director  
Secondary Programs  
[stephanie.hasakis@kirkwood.edu](mailto:stephanie.hasakis@kirkwood.edu)



**Dr. William R. Schaffer**  
Director  
Center for College and Career Readiness  
[wschaffer@northampton.edu](mailto:wschaffer@northampton.edu)

# Agenda



1. Welcome
2. Accelerated learning approaches: Programming Development Considerations
3. Voices From The Field
  - Partnering with your One Stop: Sutter County Adult Education
  - Earn and Learn: Kirkwood Community College
  - Leveraging What's Already There: Community Health Worker IET: Northampton Community College
4. Discussion
5. Closing



## Goals

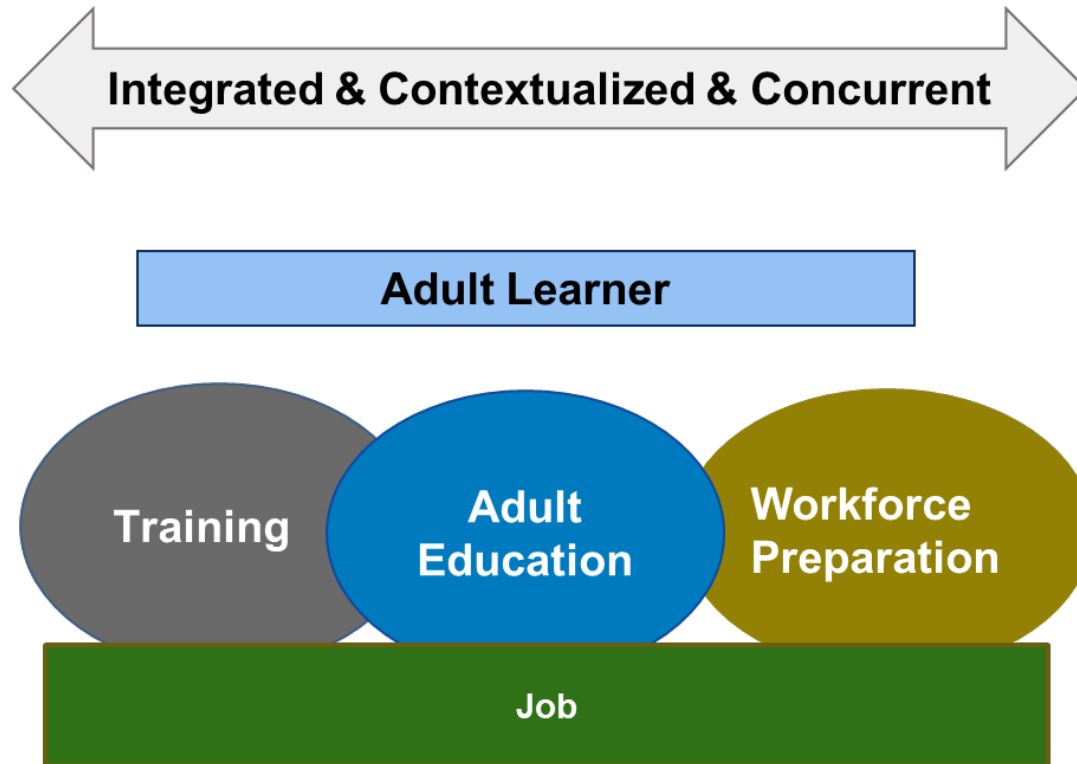
- Review models and approaches that support accelerated learning
- Identify key strategies for developing an accelerated learning approach
- Learn strategies that other programs have used to identify and build a program that uses an accelerated learning approach



*Accelerated learning approaches support learners to achieve multiple goals simultaneously by providing integrated learning experiences.*



# Accelerated Learning Approaches Support: Access, Retention, Transitions, Opportunity



- ❑ Focuses on transitions to training, education, & employment (Vision Goal 2; WIOA A, D, E)
- ❑ Reduces time and cost for adult learners (Vision Goal 3)
- ❑ Creates access for underrepresented populations (Vision Goal 2; WIOA)
- ❑ Encourages partnership (Vision Goal 3; WIOA F)



## Examples of Accelerated Learning Approaches

- Integrated Education and Training (IET)/Integrated English Literacy and Civics Integration (IELCE)
- Dual Enrollment
- Co-Enrollment with WIOA Partners
- Pre-Apprenticeships
- Work-Based Learning
- Contextualized Bridge Programs

Micro credentialing





# Identifying & Developing an Accelerated Learning Program

- What does your community need?
- Who is your target population?
- Does the data align with reality on the ground or partner and learner needs?
- Who are your partners? What are they willing to contribute? Will they commit and be a genuine stakeholder?
- What exists and what can you build upon?



# Building Your Accelerated Learning Program Design

1. Identify program structure (IET, Pre-Apprenticeship, Bridge, combination of approaches)
2. Who is on your design team (instructors (occupational, AE, ESL), employers, career navigators, administrators)
  - Ensure understanding of the target occupation (experience it!)
3. Identify program goals (Program, Learner, Stakeholder)
  - Verify goals align to your identified career pathway
  - Identify measurable outcomes
4. Establish approvals and communication processes to ensure alignment, compliance, and collaboration
5. Co-develop curriculum

# Learner Centered Design

- Identify entry requirements
- Identify learner needs (intake) & available supports
- Identify target competencies & skills to be included:
  - Adult literacy & Language
  - Digital
  - Occupational
  - Soft or Durable Skills
  - Cultural competency for local community and workplace
- Identify credentials, certificates, and assessments required/needed
- Curriculum
  - Contextualized and integrated
  - Hands on
  - Mentoring, volunteering, leadership activities (social capital)



# Key Considerations

- Have you developed a schedule and program location that will work for your target audience?
- Can learners gain credit for prior learning or experience?
- Have you developed a comprehensive intake & orientation?
  - Identifies students needs and supports for success
  - Communicates student expectations
  - Identifies learner goals and current and future career plans
- Do you have partners to support additional learner needs?
- Have you included regular plans for career planning & transitions (e.g., navigator, class activities)?
- Will learners be prepared for certification exams or other industry/employer requirements?
- How will learners demonstrate proficiency?
  - Competency
  - Assessments –formal/informal
  - Practice licensure exams



# Gather Data to Inform Decisions & Planning

## Student Feedback

- Exit Tickets
- Portfolios
- Surveys (needs & feedback)
- Career Navigator Check-ins
- Assessments (pre/post; formal/informal; transitions; industry licensing attainment)

## Stakeholder

## Employers

## Staff

- Surveys
- Discussions
- Identify needs for PD and training





# Voices from the Field



## Partnering with your One Stop



**Lorilee Niesen**  
Assistant Superintendent  
Adult & Career Education  
[lorileen@sutter.k12.ca.us](mailto:lorileen@sutter.k12.ca.us)

**Jacob Holmes**  
Director  
Career & Adult Education  
[jacobh@sutter.k12.ca.us](mailto:jacobh@sutter.k12.ca.us)

**Rinky Basi**  
Director  
Sutter county One Stop  
[rbasi@sutter.k12.ca.us](mailto:rbasi@sutter.k12.ca.us)



# Earn and Learn



**Stephanie Hasakis Flaucher**

Associate Director

Secondary Programs

[stephanie.hasakis@kirkwood.edu](mailto:stephanie.hasakis@kirkwood.edu)



# WORKFORCE NEEDS



331.9M

UNITED STATES  
UNEMPLOYMENT

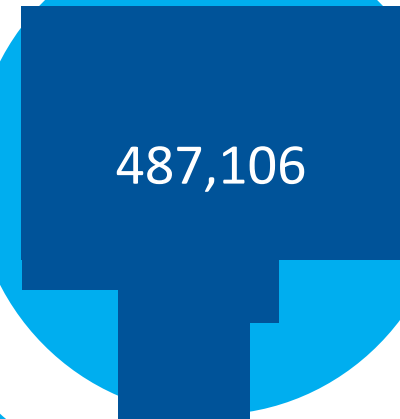
3.7%  
as of Nov. 2023  
(source)



3.16M

STATE OF IOWA  
UNEMPLOYMENT

3.1%  
as of Nov. 2023  
(source)



487,106

EAST CENTRAL IOWA  
UNEMPLOYMENT

2.8%  
as of Nov. 2023  
(source)

WE EXIST  
WITHIN A  
COMPLEX  
ECOSYSTEM

THAT SUPPORTS WORKFORCE



CORE PARTNER  
AGENCIES

LOCAL  
WORKFORCE  
BOARD

YOUR SCHOOL OR  
ORGANIZATION

YOUR GREATER  
COMMUNITY



# ELEVATOR PITCH



WE CREATE CUSTOMIZED, CONTEXTUALIZED ENGLISH LANGUAGE PROGRAMMING TO DIRECTLY SUPPORT LOCAL WORKFORCE NEEDS.

CLASSES CAN BE PROVIDED ONSITE AT THE BUSINESS OR AT ONE OF OUR CAMPUS BUILDINGS THROUGHOUT OUR SERVICE AREA.

# CURRICULUM OUTLINE DEVELOPMENT

- Conduct Job Shadow
- Identify employment milestones/potential Measurable Skill Gains (when appropriate)
- Synthesize materials
- Plan for data collection
- Develop Curriculum Outline
- Scope & sequence of course - include weekly themes and daily objectives
- Identify appropriate target CASAS levels
- Must include Civics, Employability, American Workplace Culture
- Plan for OJT (On the Job Training) component

# COURSE PLAN DEVELOPMENT

- Collaborate with company to finalize curriculum outline
- Adjust as necessary based on feedback from company
- Develop recruitment plan
- Assist where necessary; may be an opportunity for company to visit classrooms/recruit students
- If training existing staff, the company should identify those individuals at this time if they have not already
- Finalize training space and schedule

# CURRICULUM DEVELOPMENT

- Lesson development
- Identify/secure instructor
- Notify internal Operations team of course information (if required)

# CHILDCARE FOUNDATIONS

- 140 hour course (18 week course)
- Low Intermediate+
- Credentials completed
  - Essentials Child Care Preservice
  - Passport to Early Childhood Education: Teacher and Staff Orientation
  - Universal Precautions
  - Mandatory Reporter
  - Heartsaver Pediatric First Aid, CPR, AED
- Employment options and opportunities for students
  - Offering:
    - Earn and Learn: Collaboration with Employer
    - Bridge/Pathway: Pre-certificate program for students interested in attaining CDA



# COHORT ONE





# Kirkwood class bolsters child care centers

## 6 students from novel class earn hands-on experience

By Izabela Zaluska, The Gazette

IOWA CITY — A new program at Kirkwood Community College helped Claudete Urayeneza gain the language skills and hands-on experience to confidently work at a child care center in Iowa City.

Urayeneza, who immigrated to Iowa City from Uruguay almost seven years ago, was nervous when she started working last October at Lionheart Early Learning. It was a new environment and new

co-workers and she was working on improving her English. She had experience caring for her five children, but wanted to learn more about caring for other children.

Urayeneza was one of six students — all women — who graduated from the pilot class of the Child Care Foundations and Communication Class at Kirkwood, an “earn-and-learn” program geared toward helping English language learners

► CLASS, PAGE 2A



Marie Mubalu supervises kids June 22 at Handicare, a day care in Coralville. Mubalu was part of Kirkwood Community College's first class of a child care earn-and-learn program. (Nick Rohman/The Gazette)

Although some of his patients are old and frail, others are former farmers or athletes and are strong — putting him and his colleagues at risk,

► VIOLENCE, PAGE 6A

### INSIDE

Books .....	7M
Crosswords .....	8L, 8M
Dear Abby .....	8L
Deaths .....	9D
Insight .....	1C
Iowa Today .....	1D
Milestones .....	9L
Puzzles .....	8L
TV .....	10D

VOL. 141 NO. 174



**2 CONVENIENT EMERGENCY LOCATIONS:**




# THANK YOU!

? QUESTIONS?

☎ 319-361-4233

✉ [stephanie.hasakis@kirkwood.edu](mailto:stephanie.hasakis@kirkwood.edu)

in [linkedin.com/stephanie-hasakis](https://www.linkedin.com/company/stephanie-hasakis)

SCAN FOR RESOURCES





# Leveraging What's Already There: Community Health Worker IET



**Dr. William R. Schaffer**

Director

Center for College and Career Readiness

[wschaffer@northampton.edu](mailto:wschaffer@northampton.edu)



Discussion

Questions

Ideas to share

# Thank You!



**Lisa Le Fevre, Ph.D.**  
Senior Program Associate  
[llefevr@wested.org](mailto:llefevr@wested.org)



**Blaire Willson Toso, Ph.D.**  
WestEd Consultant  
[bwt121@gmail.com](mailto:bwt121@gmail.com)

**Webinar Series:** *Designing and Implementing Evidence-Based Accelerated Learning: Training Models that Align to Local Population and Workforce Needs*

Upcoming Webinar  
Part 3: May 1, 10-11am

*Please complete the feedback survey!*