

# Resource Review:

## Learn About Tools Available to Support Your Work





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# Transitions Academy Resources for FY24

## ICAPS Manual updates



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# WIOA Evaluation Tool Kit

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# Purpose of the Tool Kit

The purpose of this toolkit is to provide a framework and tools for effective evaluation for statewide workforce programs, policies, and processes across the various Titles. This toolkit uses an equity lens as its foundation based on the IWIB Equity Task Force's concept of an equity lens. An equitable workforce system is one where diversity, equity, and inclusion are foundational – in which race, ethnicity, gender, socioeconomic status, health, ability, and other demographic or geographic characteristics no longer predict one's outcomes in the labor market.



# Applying an Equity Lens to Evaluation



The Illinois workforce system will apply an equity lens that ensures all individuals have equal dignity, value, and opportunity to participate justly, fairly, and fully in all dimensions of academic, social, civic, and economic life to reach their full potential. Workforce system resources will be distributed in a balanced and fair manner.



ILLINOIS  
WORKFORCE  
INNOVATION  
BOARD

→ Evaluation Framework  
Feedback Form

→ Section 1: Executive  
Summary

→ Section 2: Introduction  
to the Framework and  
Overview of Equity

→ Section 3: Introduction  
to Evaluation

# EVALUATION TOOLKIT

## EXECUTIVE SUMMARY

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The Illinois Workforce Innovation Board (IWIB) leads Illinois in the alignment of the workforce, education, and economic development.



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## Single Set of Learning Objectives:

**What is this? Why do we care about this?  
How is this going to benefit my students?**



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# ICAPS Core Elements

- Adult Education & Literacy Activities
- Workforce Preparation Activities
- Workforce Training





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# ICAPS Core Elements must be provided concurrently and contextually

- Single Set of Learning Objectives (SSLO) aligns the ICAPS specific adult education content standards, workforce preparation skills, and workforce training competencies



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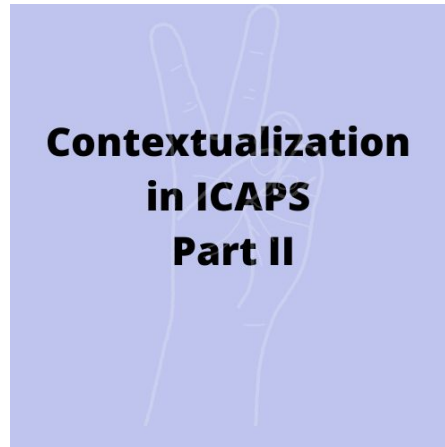
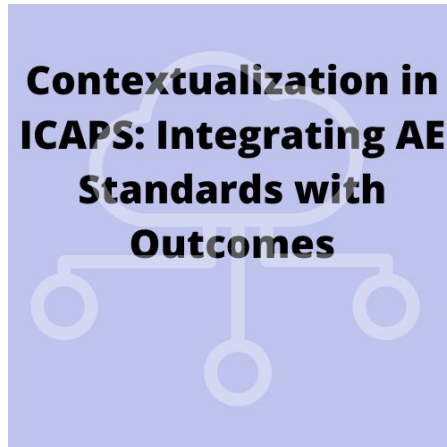
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**SSLO are the key ingredients in the Support Course linking training content to the basic skills and/or vocabulary instruction**

# Aligning Outcomes



1. Identify CTE/training outcomes
2. Analyze how English/Math/Vocabulary/Adult Education Outcomes relate to the training outcomes
3. Select appropriate English/Math/Vocabulary Outcomes or Adult Education Standards for contextualization to training outcomes
4. Revise wording as appropriate to match training outcomes





# ICCB ICAPS Proposal Form



Please give examples of how AE instruction has shared learning outcomes with the workforce training component. For example, as fractions are taught/utilized in welding, fractions are reviewed and practiced in the support course. If you have a document you wish to use to answer this question, upload it in the upload section and write "See attached" in the space below. \*

Type here...

Upload any supporting documents related to shared learning outcomes here.

# Combined Outcomes Examples



## Automotive Transmission ICAPS

From Course Submission:

Students will participate in assignments and discussions to enhance their ability to **communicate effectively**. Emphasis will be placed on the ability to explain vehicle condition and repair procedures to customers with limited automotive background and knowledge

# Combined Outcomes Examples



## Automotive Transmission ICAPS

From Course Submission:

Students will participate in assignments and discussions to enhance their ability to **communicate effectively**. Emphasis will be placed on the **ability to explain vehicle condition and repair procedures** to customers with limited automotive background and knowledge



# Combined Outcomes Examples



## Automotive Transmission ICAPS

From Course Submission:

Students learn how to read a paystub, about FICA and federal income taxes, are introduced to state and city taxes, learn how to **calculate** gross pay, net pay, deductions, and learn tax-related **vocabulary**. Students are introduced to automotive operating systems through which job/labor time clocks, service and customer notes, labor operations and parts charge outs are completed.

# Combined Outcomes Examples



## Automotive Transmission ICAPS

From Course Submission:

Students learn how to read a pay stub, about FICA and federal income taxes, are introduced to state and city taxes, learn how to **calculate gross pay, net pay, deductions, and learn tax-related vocabulary**. Students are introduced to automotive operating systems through which job/labor time clocks, service and customer notes, labor operations and parts charge outs are completed.

# Combined Outcomes Examples



## Digital Marketing and E-commerce ICAPS

From Course Submission:

Students will learn how to **define goals** pertaining to their **marketing campaigns**, as well as **write engaging content** for **social media**, and how to use **critical thinking** in **repurposing their content according to performance metrics**.

# Combined Outcomes Examples



## Digital Marketing and E-commerce ICAPS

From Course Submission:

Students will learn and strengthen their knowledge of using **decimals, fractions, and percentages** to better understand **campaign results**.

# Combined Outcomes Examples



## Digital Marketing and E-commerce ICAPS

From accompanying syllabus (objectives):

1. Attract and engage customers through digital marketing channels like search and email
2. Measure marketing performance through analytics and present insights

# Combined Outcomes Examples



## Digital Marketing and E-commerce ICAPS

From accompanying syllabus (weekly plan):

### **Week 10, 11, & 12 Think Outside the Inbox: Email Marketing**

- 1) Understand how email marketing fits into a digital marketing strategy
- 2) Write effective email copy, subject lines, and preview text
- 3) Test, execute, and optimize an email marketing campaign
- 4) Measure and analyze email campaign results

# Combined Outcomes Examples



## Health Care ICAPS

### From Course Submission:

Students **read and discuss** a **graph** about levels of educational attainment as they relate to annual earnings, and calculate differences in earnings between various levels of education.

Students will participate in **assignments and discussions** to enhance their ability to **communicate effectively**. The ability to **explain procedures well to patients** is a necessary skill for nursing assistants.

Students will participate in **active listening exercises** which will enhance their ability to **listen to patient needs and healthcare provider instructions**.

# Combined Outcomes Examples



## Health Care ICAPS

From Syllabus:

### **Health** and the **Workplace**

Health Literacy Curriculum on i-Pathways

- a. Self-Advocacy and the Workplace
- b. **Communication** and Responsibility





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# Combining Outcomes to Create SSLO Resources



Integrated Education and Training Design Toolkit



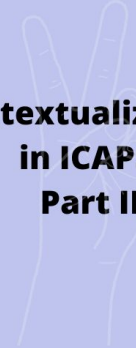
RELEASE: August 2022

The American Institutes for Research (AIR), along with its sub-contractor Safal Partners, completed this project with federal funds under contract number GS10F0240U(ED-ESE-15-A-0009), from the U.S. Department of Education, Office of Career, Technical and Adult Education. The opinions expressed herein do not necessarily represent the positions or policies of the U.S. Department of Education, and no official endorsement by the U.S. Department of Education should be inferred.

**Contextualization in ICAPS: Integrating AE Standards with Outcomes**



**Contextualization in ICAPS Part II**





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# Single Set of Learning Objectives:

**What is this?**

**Why do we care about this?**

**How is this going to benefit my students?**



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# Single Set of Learning Objectives:

## What is this?

## Combining outcomes to enhance connectedness of information





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# Single Set of Learning Objectives:

Why do we care about this?

**OUR students**



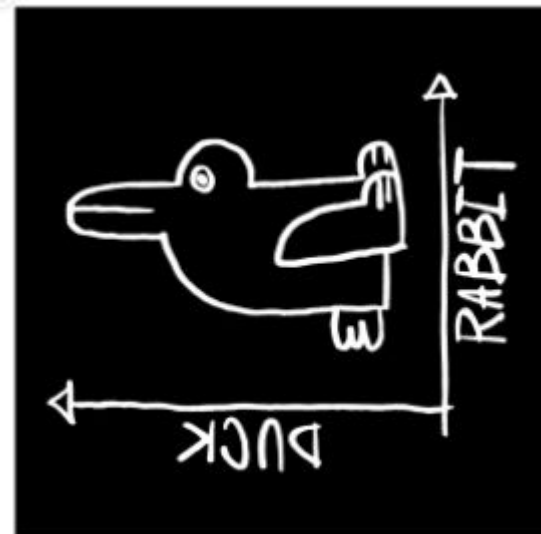
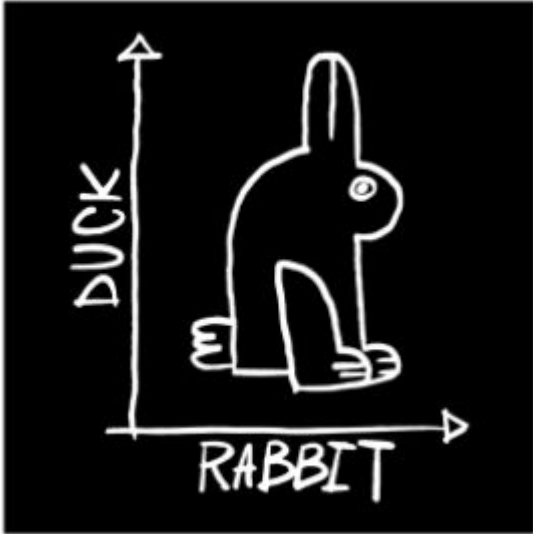
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## Single Set of Learning Objectives:

How is this going to benefit my students?



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# Update on Bridge Curriculum

**Healthcare Bridge**

**Entrepreneurship Bridge**

**Contextualized Lessons in Lesson Bank**

# Healthcare Bridge

- Revised in FY23 and ready for use!
- ESL, Language Arts and Math standards targeted throughout
- Speaking & Listening opportunities
- Emphasis on communication, teamwork, and workplace skills.



## Theme 10 - Next Steps Career Exploration

- EM1 - Identify job titles, responsibilities, wages, and places of work
- EM6 - Locate local job market information using the internet (e.g. [Illinoisworknet.com](http://Illinoisworknet.com) or other resources)
- SC9 - Identify sources of financial assistance for vocational and/or post-secondary education

## Theme 9 - Mental Health

- HW7 - Describe situations needing intervention including domestic violence, child abuse, and mental health issues
- HW8 - Identify community resources for crisis services including domestic violence, child abuse, and mental health issues

# ICCB Statewide Contextualized Curricula



**Career Pathways Contextualized Bridge Curriculum**

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**Entrepreneurial Contextualized Bridge Curriculum**

+

**Healthcare Contextualized Bridge Curriculum**

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**IT Bridge Contextualized Curriculum**

+

**Manufacturing Contextualized Bridge Curriculum**

+

**Transportation, Distribution, and Logistics (TDL) Contextualized Bridge Curriculum**

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# Entrepreneurial Contextualized Bridge

Module 1-Course Introduction & Class Expectations

Module 2-Growth Mindset & Study an Entrepreneur

Module 3-SMART Goals and Starting Your Own Business

Module 4-Building Vocabulary & Questions to Ask  
Before Starting a Business

# Entrepreneurial Contextualized Bridge

Module 5-Skimming/Scanning & The Concept of a  
“Unique Selling Proposition”

Module 6-Conducting Effective Market Research

Module 7-Note-taking & Business Plans

Module 8-Paraphrase/Summary & Setting up a  
Business

# Entrepreneurial Contextualized Bridge

Module 9-Close Reading & Naming Your Company

Module 10-Online Reading Strategies & Marketing Your Business

Module 11-Metacognition & Publicity

Module 12-Infographics & Bookkeeping for a Business

# Entrepreneurial Contextualized Bridge

Module 13-Financing Sources for a Startup and  
Estimating Financing for a Business Plan

Module 14-Critical Thinking & Human Resources  
Management

Module 15-Critical Thinking Part II & Elevator Pitch

Module 16-Elevator Pitch (Culminating Project) &  
Business Communication



PROFESSIONAL DEVELOPMENT

LEARNING COMMUNITIES

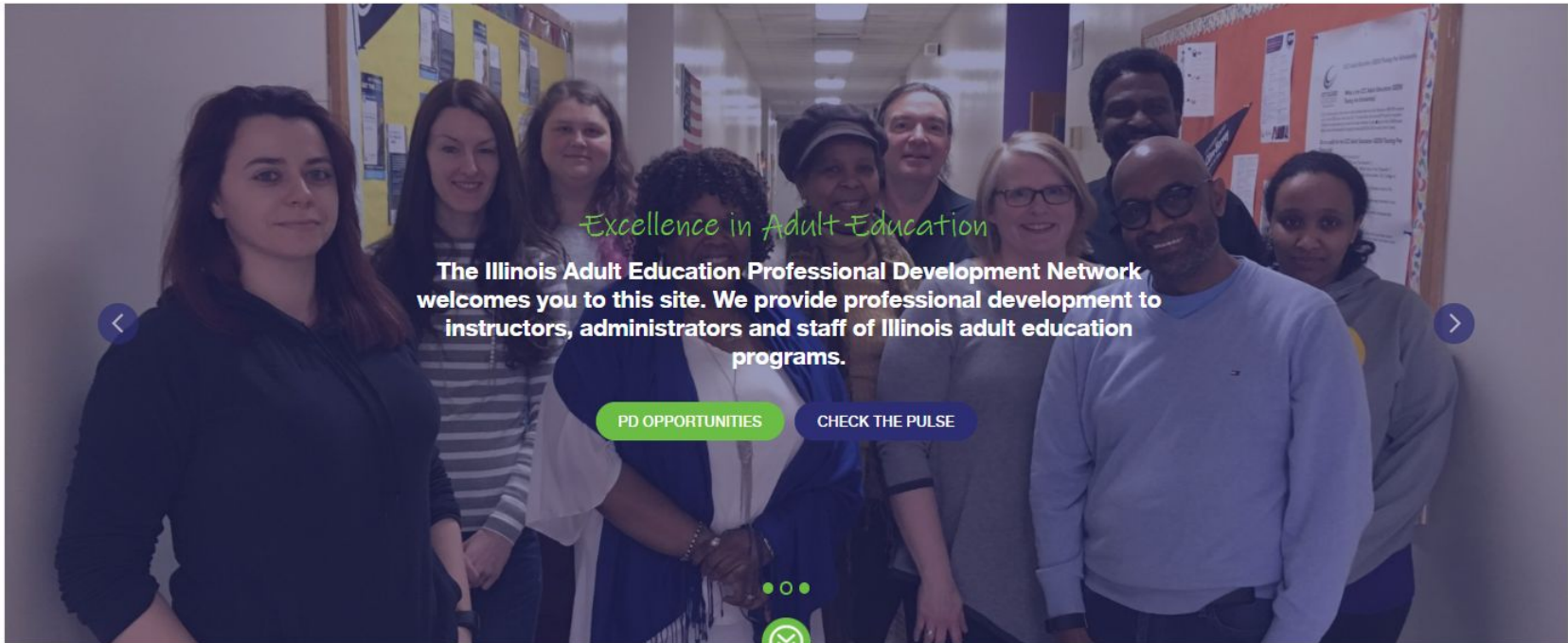
RESOURCES

LESSON BANK

NEWS & UPDATES

ORIENTATION TO ADULT EDUCATION

CALENDAR



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PD OPPORTUNITIES

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# Lesson Bank

Select Categories

## INEQUALITIES



### Inequalities

This lesson guides students through the language of inequalities while introducing foundational math skills.

READ MORE

<b>Lesson Title:</b> High Beginner ESL Lesson with Math Integration: Comparing Numbers Using Inequalities	<b>Level of Lesson:</b> ESL NRS 3 (High Beginning) ESL NRS 4 (Low Intermediate)
<b>Created by:</b> Kathleen DeMars	

Content Area(s)	Targeted <a href="#">IL ABE/ASE Content Standards</a> Targeted <a href="#">Illinois ESL Content Standards</a>
<b>ELP Standard 2</b>	LI.2.3 - appropriately take turns in interactions with others.
<b>ELP Standard 3</b>	HB.3.1 - communicate information and feelings about familiar texts, topics, and experiences.
<b>ELP Standard 7</b>	HB.7.1 - show emerging awareness of differences between informal and formal language use LI.7.3 - begin to use some frequently occurring general academic and content words.
<b>ELP Standard 8</b>	HB.8.1 - recognize the meaning of a few frequently occurring words, simple phrases, and formulaic expressions in spoken and written texts about familiar topics, experiences, or events. LI.8.1 - determine the meaning of frequently occurring words, phrases, and expressions in spoken and written texts about familiar topics, experiences, or events.
<b>ELP Standard 9</b>	HB.9.1 - communicate basic information about an event or topic. HB.9.2 - use a narrow range of vocabulary and syntactically simple sentences.
<b>1.NBT.3 (Math)</b>	Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of the comparisons with symbols $>$ , $=$ , and $<$
<b>CE5 (Civics)</b>	Compare credit and debit cards

Integrated <a href="#">Essential Employability Skills</a>	
<input type="checkbox"/> Personal Ethic ( <i>Integrity, Respect, Perseverance, Positive Attitude</i> )	<input checked="" type="checkbox"/> Teamwork ( <i>Critical Thinking, Effective &amp; Cooperative Work</i> )
<input type="checkbox"/> Work Ethic ( <i>Dependability, Professionalism</i> )	<input checked="" type="checkbox"/> Communication ( <i>Active Listening, Clear Communication</i> )

<b>Lesson Objectives (Students will be able to):</b>
<ul style="list-style-type: none"> <li>Compare whole numbers between 1-99 using inequality symbols (<math>&gt;</math>, <math>=</math>, <math>&lt;</math>)</li> <li>Ask yes/no questions of comparison</li> <li>Compare prices of food items using oral and written language and visual inequality symbols.</li> <li>Use every day comparative language when speaking.</li> </ul>

Engagement is not "one size fits all." How are you providing multiple ways to engage all learners? Click on [Multiple Means of Engagement](#) to learn more about providing options for learners and explain how you are including this below:

- Authenticity is optimized by relating content to an annual budget
- Collaboration and community is fostered with large group and partner work
- Expectations are clear and promote motivation

**Key Vocabulary:**

- greater than
- less than
- equal to
- comparison
- more than
- fewer than
- the same as
- cash back
- Annual Percentage Rate

**Instructional Materials:**

Textbooks or online curriculum:

Many high beginning ESL textbooks will have a unit that includes comparison.

Examples from widely used textbooks include:

- Stand Out 2, Unit 2 (Let's Go Shopping!), Lesson 2 (How Much Is It?)
- Ventures 2, Unit 7 [Shopping], Lessons B and C

Websites: none

**Lesson Activities:**

**Introduce the lesson using the google slides. After presenting the slides, the students will engage in application activity #1, which is included in the lesson plan document and application activity #2, which is supplemental.**

**Please see the Google Slides notes document. This document suggests talking points and important information to share with each slide. The same notes are available beneath each Google Slide in the presentation for your convenience.**

**Slide 1:** Today we will be talking about comparisons. We are going to use some math vocabulary to help us compare.

**Slide 2:** Let's say the word together: comparison (repeat 3x)

What is a comparison? A comparison is an examination of two or more things to see if they are similar (the same) or different. We make comparisons all the time.



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# We're here to support you with these and other resources

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