Core Areas of Student Learning
in Integrated Education and Training (IET) Programs

Introduction

The Office of the State Superintendent of Education (OSSE) is the District of Columbia agency responsible for administering the Adult Education and Family Literacy Act (AEFLA), a federal initiative authorized by Title II of the Workforce Innovation and Opportunity Act (WIOA) of 2014 (Pub. Law 113-128), codified at 29 U.S.C. § 3271 *et seq.* and its implementing regulations at 34 CFR Part 463. The AEFLA grant program is supported with a match of local funds, as required by Title II, Section 222(b) of WIOA codified at 29 U.S.C. § 3302(b). As such, this grant program is supported by a combination of federal and local funding.

Through its Adult and Family Education (AFE) team, OSSE:

- Awards federal and local funds to eligible providers/sub-grantees to offer integrated education and training services, inclusive of adult literacy, concurrently and contextually with workforce preparation and workforce training for a specific occupation or occupational cluster, to District residents;
- Facilitates state leadership activities including professional development, technical assistance and monitoring;
- Provides resources (software, instructional materials, equipment, and assistive technology) to adult education providers and partners in the city; and
- Maintains and reports state and local program performance, progress and outcome data to the U.S. Department of Education, city officials and other stakeholders in an attempt to facilitate continuous improvement at the state and local program levels.

OSSE AFE Integrated Education and Training providers are expected to:

1. Assist adults to become literate and obtain the knowledge and skills necessary for employment and economic self- sufficiency;
2. Assist adults who are parents or family members to obtain the education and skills that are necessary to becoming full partners in the educational development of their children and lead to sustainable improvements in the economic opportunities for their family;
3. Assist adults in attaining a secondary school diploma and in the transition to postsecondary education and training, including through career pathways; and
4. Assist immigrants and other individuals who are English language learners in improving their reading, writing, speaking, and comprehension skills in English; and mathematics skills, and

acquiring an understanding of the American system of government, individual freedom, and the responsibilities of citizenship.[1]

Statement of Need (Challenge)

According to the District's Workforce Innovation and Opportunity Act (WIOA) State Plan, in four years 76 percent of all jobs in DC will require some postsecondary education, whether academic or technical, the highest rate in the country. Many current job seekers will not be prepared, given that approximately 60,000 District residents lack a high school credential, and more lack basic reading, writing, math, English language, problem-solving, and critical thinking skills needed to succeed in training, postsecondary education, and the workplace. In a different survey of 250 employers, greatest deficiencies of the talent pool in the District were reported to be for written communication, the ability to use math, analytical ability, and problem-solving. In feedback sessions with employers, facilitated by the Workforce Investment Council (WIC) and the DC Department of Employment Services (DOES), challenges related to "workforce preparation skills" such as professional communication and timeliness are often cited. Many employers have indicated that they are willing to hire District residents with minimal levels of technical skills or relevant experience for entry-level positions if they demonstrate strong interpersonal skills. To be competitive, and attractive to businesses, the workforce system needs to ensure District residents hone the workforce preparation skills that employers require, as well as have the supports in place to be successful in all aspects of their lives.

To achieve its mission and fulfill its obligations under WIOA, OSSE AFE is adopting a set of core areas of student learning for the integrated education and training programs it supports. These student learning areas reflect the knowledge, skills, abilities, and other behaviors, attitudes, attributes, qualities and characteristics (KSAOs) employers have identified employees should exhibit. Such foundational employability skills are well-documented by national organizations, such as the National Network of Business and Industry Associations,[2] and the National Association of Colleges and Employers (NACE).[3] The student learning areas are aligned with the Common Core State Standards, Common Career Technical (CCTC) Career Ready Practices, General Education Development (GED) exam, National External Diploma Program (NEDP) and Comprehensive Adult Student Assessment Systems (CASAS) assessment competencies. Furthermore, the student learning areas are aligned to the general education core of most college and university degree programs. These core areas of student learning are evolving, integrated statements expressing characteristics of quality, designed to guide teachers in the provision of high quality integrated education and training services to District residents, and to serve as a reference for professional development and technical assistance. Overall, the 15 core areas of student learning described below emphasize OSSE AFE's commitment to students, student learning and achievement; and the professional development of the teachers and other program staff providing them with instruction and other related services.

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[1] WIOA Bill H. R. 803
[2] Common Employability Skill A Foundation for Success in the Workplace: The Skills All Employees Need, No Matter Where They Work (https://businessroundtable.org/sites/default/files/Common%20Employability_asingle_fm.pdf)
[3] NACE's Job Outlook 2017 report (http://www.naceweb.org/talent-acquisition/candidate-selection/the-attributes-employers-seek-on-a-candidates-resume/)

Core Areas of Student Learning ("Skills") and Working Definitions

The following is an outline of 15 core areas of knowledge, skills, abilities and other attributes that are foundational components of an Integrated Education and Training program model.

1) **Mathematics/Numeracy [MATH]:** Ability to use numbers, the number system, mathematical operations and calculations, shapes and measurements to solve problems and make decisions.

2) **Quantitative Reasoning [QUAN]:** Apply mathematical methods to real world problems, including interpreting mathematical models and draw inferences, communicate using mathematical information, estimate and check answers, identify reasonable alternatives and recognize alternatives.[4]

3) **English Proficiency (ESL) [ENGL]:** *Acquisition of sufficient ability to communicate in English* information, ideas and concepts for social, academic, and work settings, in the language domains of listening, speaking, reading, and writing.[5]

4) **English and Communication [COMM]:** *Employ proper grammar, mechanics, and vocabulary to effectively communicate* in a variety of situations, purposes, and audiences, using multiple formats/modalities. Includes verbal and nonverbal (active listening, reading, writing, body language and cues, and speaking), and intra- and interpersonal communication.

5) **Critical and Creative Thinking [THNK]:** Ability to raise vital questions and problems, gathers and assesses relevant information, comes to well-reasoned conclusions and solutions, testing them against relevant criteria and standards, and communicates effectively with others.[6] Additionally, develop ideas that are unique, useful, productive, appropriate and worthy of further elaboration (creative thinking).[7] [8] Creative thinking can include the use of the artistic process as a means of generating or conveying ideas.

6) **Information Literacy [INFO]:** Set of abilities requiring individuals to "recognize when information is needed and have the ability to locate, evaluate, and effectively use the needed information.[9]

7) **Technology Competency [TECH]:** A fundamental understanding of computer technology. Comprises the identification of hardware and software components, including networks, using appropriate terminology; use of systems and software programs to access, produce, store, manipulate and transmit information adhering to security, privacy, and legal guidelines; and recognize the integration of computer technology in daily life.

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[4] Adapted from the Mathematical Association of America
[5] Adapted from TESOL International Association English Language Proficiency Standards and Framework
[6] Adapted from The Foundation for Critical Thinking (www.criticalthinking.org)
[7] Adapted from the University of Michigan (http://umich.edu/~elements/probsolv/strategy/crit-n-creat.htm)
[8] https://courses.lumenlearning.com/educationalpsychology/chapter/creative-thinking/
[9] Adapted from Association of College and Research Libraries, a division of the American Library Association (http://www.ala.org/acrl/standards/informationliteracycompetency)

8) **Ethics and Professional Conduct [ETHC]:** Able to recognize, appreciate and adhere to etiquette, code of ethics, and regulations governing behavior in the workplace and society.

9) **Scientific Reasoning [SCIE]:** Able to apply the scientific method as a means of solving problems, i.e. make observations, pose questions, generate a hypothesis, collect evidence and interpret results or draw conclusions.

10) **Teamwork and Collaboration [TEAM]:** Appreciate and perform the basic elements of teamwork and working collaboratively, including knowledge of team members and their strengths, setting ground rules, using a facilitator, open communication and avoiding/solving common problems.[10]

11) **Financial Literacy [FINC]:** Make day-to-day decisions and plan financial goals utilizing five building blocks (or principles) for managing and growing money:[11]
    a. EARN – Make the most of the earnings by understanding your pay and benefits.
    b. SAVE & INVEST - Saving for future goals such as a house or retirement.
    c. PROTECT – Taking precautions about the financial situation, accumulate emergency savings, and having the right insurance.
    d. SPEND – Ensuring a good value, especially with big purchases, by comparing prices and products.
    e. BORROW – Consider all elements of borrowing money, including enabling some essential purchases and builds credit; interest costs, repayment, and debt management.

12) **Health, Wellness and Safety [HLTH]:** Demonstrate awareness and ability to make choices to be in a state of complete physical, mental and social well-being and not merely the absence of disease or infirmity (health).[12] Pursue optimal state of health (wellness), the realization of the fullest physically, psychologically, socially, spiritually, and economically, and fulfillment of one's role expectations in the family, community, place of worship, workplace and other settings.[13] Strictly adhere to policies and procedures applicable to all aspects of health and safety in the workplace, including risks[14] for disease and injury in the occupational environment, social and individual factors, and access to health services.[15]

13) **Diversity and Cultural Competency [DIVR]:** Able to recognize and abide by a set of behaviors, attitudes, and policies that enable a person or group to work effectively in cross-cultural situations. To respond respectfully and effectively to people of all cultures, languages, classes, races, ethnic backgrounds, religions, and other diversity factors (including geography and

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[10] Adapted from MIT Teaching and Learning Laboratory (http://tll.mit.edu/help/teaching-teamwork)

[11] Adapted from the Congressionally chartered Federal Financial Literacy and Education Commission (https://www.mymoney.gov/Pages/default.aspx)

[12] Adapted from the Word Health Organization (WHO) Health Promotion (http://www.who.int/healthpromotion/about/HPR%20Glossary%201998.pdf)

[13] http://www.who.int/healthpromotion/about/HPR%20Glossary_New%20Terms.pdf

[14] WHO Occupational Health: Risk factors at the workplace leading to cancers, accidents, musculoskeletal diseases, respiratory diseases, hearing loss, circulatory diseases, stress related disorders and communicable diseases and others. (http://www.who.int/topics/occupational_health/en/)

[15] http://www.who.int/occupational_health/about/en/

historical perspective) that recognize, affirms and values the worth of individuals, families, and communities; and protects and preserves the dignity of each.[16]

14) **Self-Management [SELF]:** Able to take personal responsibility and committed to the personal application of tactics to produce a desired change in behavior *and* attitude, inclusive of self-monitoring (observing and responding one's behavior in need of change[17]), productivity skills, motivational techniques, time management, adaptability, the capability to learn new things, and goal setting.[18]

15) **Entrepreneurialism (includes Intrapreneurship and Career Planning) [ENTR]:** Demonstrate knowledge and ability in the "*pursuit of opportunity (beyond resources controlled),"[19]* and understanding the risks. Includes starting or growing a business (entrepreneurship), applying principles as an employee inside a business (intrapreneurship), increase productivity, customer engagement, and career planning (an ongoing process of learning and developing, exploring interests and abilities, strategically pursuing goals and opportunities).

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[16] Adapted from American Library Association (http://www.ala.org/acrl/standards/diversity) and National Association of Social Workers, The Standards and Indicators for Cultural Competence in Social Work (https://www.socialworkers.org/practice/standards/NASWCulturalStandards.pdf)
[17] Adapted from Pearson Education (http://wps.prenhall.com/chet_cooper_appliedbeh_2/73/18708/4789260.cw/index.html)
[18] http://er.educause.edu/blogs/2015/9/power-to-the-people-why-self-management-is-important
[19] Adapted from Professor Howard Stevenson, Howard Business School (https://hbr.org/2013/01/what-is-entrepreneurship)