

Integrated Education and Training #1

Defining student success in WIOA

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March 3, 2016

Slide 1

Good morning everyone. I'm Anson Green state director of Adult Education and Literacy at the Texas Workforce Commission. I want to welcome everyone to our latest webinar, Integrated Education and Training # 1. This webinar is part of our series. Defining Student Success in the Workforce Innovation and Opportunity Act.

Slide 2

We will be recording this webinar and it will be available with the other webinars in this series, on the Texas Center for Adult Learning and Literacy website. As you know since December we have conducting this series of webinars. Please see the coming dates for two very important webinars.

This morning's webinar is on the very important topic of the Integrated Education training service delivery approaches, a new way of providing increased access to services for Adult Education students. We've been implementing this model in Texas for over two years and it really goes further back with the introduction Accelerate Texas at the Texas Higher Education Coordinating Board back in 2010.

This will be the first in a series of webinars on Integrated Education training we have planned. In March we will be doing a separate webinar on IET reporting, we will be talking about more specifically about how Adult Education grant recipients can report IET activities. And then in April we will schedule one where we will feature some of the outstanding models we have underway in Texas. There is where we will hear from you, some of our experts out in Texas that are implementing this model and learn more in detail about what it really looks like in local program service delivery. We will also be doing a webinar on Integrated Education and Training career pathways model and its relationship to the ability to benefit provisions for Pell grant funding in April.

We're are posting these webinars on the TCALL website for your review. We are also creating a community of practice so that we can better communicate share questions and resources on this topic.

Slide 4

I am predicting that Integrated Education and Training model will become an ever-increasing central piece to Adult Education and Literacy service delivery.

Workforce Innovation and Opportunity Act increases the flexibility in the use of AEL funds to create new opportunities for students and programs. Innovations in AEL, like Integrated Education and Training model, will also create new structures and new questions that we will have to address. I'm expecting there to be a significant amount of questions and unknown areas for us to tackle in the next year. Please rely on us to be your point of contact for information as you begin to implement. I'm very fortunate to have great expertise in my department to manage these new opportunities and we have a wonderful relationship with the Texas Higher Education Coordinating Board as well as our Workforce development boards to help us implement, manage, and measure of IET services. Most importantly, these innovations will help us meet the career aspiration of our students.

Slide 6

So let's move onto the Integrated Education and Training model.

I want to preface this discussion by adding that we are operating under a slight constraint right now based on the that the Department of Education has not released final regulations on Workforce Innovation and Opportunity Act. Those regulations would define exactly how states are to implement IET. These results are due to be released in June. So we are still in an iterative phase for some time as to some of the specifics, but we know more than enough to begin implementing and can fine-tune later once final regulations are released.

Let's look at a definition very closely and then parse apart each element to provide clarity and then review research, practice, and the draft and regulations that of been released by the Department of Education.

At the end of the webinar we will walk through some of the models of how programs are implementing this. So that you can start to see how the variance of elements are being put to place. More importantly the heights of flexibility that you have as you begin to work with your local training providers and your Workforce development boards to build and deploy these models.

So if we look at the definition Integrated Education and training services means that service approach that provides Adult Education and Literacy activities too concurrently and contextually with workforce preparation activities and Workforce Training for specific occupation or occupational cluster for the purpose of educational and career advancement.

Slide 12

I want to begin by kind of saying IET, while we have been familiar with it in our grant implementation over the last two years is very similar to the Integrated Basic Education Skills model or I-BEST Model that many of us are familiar with, as well as Accelerate Texas. I view IET as the larger umbrella under which I-BEST and Accelerate Texas fit. There is lots of variation in these models, you will hear me using those words interchangeably because the models at the end of the day are very interchangeable and flexible.

Slide 13

Let's look in more detail at the definition in what is behind some of these we will begin by looking at Adult Education Literacy activities.

Slide 15

1. Adult education
2. Literacy
3. Workplace adult education and literacy activities
4. Family literacy activities
5. English language acquisition activities
6. Integrated English literacy and civics education
7. Workforce preparation activities
8. Integrated education and training

If we look at the law we see that there are 8 activities listed, and the first 5 are very familiar from the previous law, the Workforce innovation act. 6, 7, 8, are new to the Adult Education and family literacy act components. When we hear Workforce Integrated Education and Training includes IET that would be a combination of AEL activities, Workforce prep, and Workforce Training. The AEL activities being referred to here would be most likely the first 5 of these, which would be Adult Basic Education, Literacy Activity, Workplace Activity, Family Literacy, or English as a second language, or English language acquisition activities.

Slide 16

So we are very familiar with AEL activities, we will come back and look at the terms concurrently and contextually in a minute. I want to spend some time moving into the third major component, which is the Workforce preparation activities.

Slide 18

Workforce Preparation Activities are "...activities, programs, or services designed to help an individual acquire a combination of basic academic skills, critical thinking skills, digital literacy skills, and self-management skills, including competencies in utilizing resources, using information, working with others, understanding systems."

Slide 19

They also include skills necessary for successful transition into and completion of post-secondary education or training, or employment.

So this is a very durable definition that defines a wide variety of models, programs, activities, or services that must be integrated within an IET model. We are very familiar with these skills and we have been providing them in our programs for many years.

Workforce Preparation Activities can be seen as a separate class like a bridge class or transition class or even an employment preparation class, but they do not need to be viewed that way only.

Because the definition includes the fact that these can be services or activities as distinct from being purely a program then that means they could also just be provided in a more flexible way. In the context of a full Integrated Education Training program and we will look at some different models at the end of the webinar on how the workforce preparation component can be integrated within an IET service delivery design.

Slide 20

Let's move to the 3rd component, the first component is our AEL activities that are contextual and concurrently provided, then the workforce preparation activities we just discussed. Now we will move into the 3rd major component which is the Workforce Training component.

Slide 22

Well going back we see that the definition used in the law is taken from title 1 in the Workforce innovation and opportunity act section 134. It includes:

1. Occupational skills training
2. On-the-job training
3. Incumbent worker training
4. Programs that combine workplace training with related instruction
5. Training programs operated by the private sector
6. Skills upgrading and retraining
7. Entrepreneurial training
8. Transitional jobs
9. Job readiness training provided in combination with services described above

This is a very broad definition I want to encourage to understand that it is much more expansive than just training provided by community technical colleges, although that is one of the several options offered. This flexibility will allow programs to really customize their IET models to different contexts for different student populations. Including very importantly training programs that are integrated with workers that are currently employed in businesses. We have lot of work site training happening in the state that is currently happening typically for ESL classes, on the job, or GED preparation.

Now we can find that those models can be expanded and more value can be brought to our business partners by including Workforce Training components and workforce preparations activities. As we all know a good amount of students are working and not able to take time off to come to standards Adult Education Literacy classes. This has been a challenge for our recruitment, so now we can bring a totally new type of Adult Education service to the work site that includes our basic education component but also a Workforce Training and workforce prep element. These will very attractive to our business partners.

Slide 23

As we move on to this definition we see that the training must be for a specific occupation or occupational cluster.

Slide 24

It means that the IET program must have a specific outcome related to a specific job. I encourage people to always ask themselves what job the training directly prepares someone for when you're doing an IET, you cannot answer that question chances are it's not a Workforce Training program. Generalize "work related" training is not "for a specific occupation."

Slide 26

Let me give you some examples, these are examples that we have brought across working with some programs across the state. If you want to know what a specific occupation would be it would be those items in the column on the left.

Logistics Technician, that is a job that is an occupation. Medical Assistance, Pharmacy Technician, Welder, Certified Nurse's aide. Programs or "training" that is not for specified occupation but maybe part of an occupational training program would be things like only offering a Microsoft word class and calling that a training program. Offering a resume writing program and saying that is your training component. Offering the Texas Industry Specific English as a Second Language curriculum or TISESL curriculum and saying that is occupational training. OSHA training as a standalone, a medical terminology class as a standalone. All of those maybe part of an IET, but they do not represent a Workforce Training component on their own. This is a very important component and a very important point to make because we run across many programs that are doing their due diligence to get started, but they lack a full understanding of exactly what specific occupational training programs might be.

Slide 27

As we end we see that the end of the definition says that of course these IET must be for the purpose of career advancement, wage lift, educational advancement with in the career path.

Slide 28

Let's go down and look more specifically at the terms contextual, because these have created a lot of question and there are lots of different ways of looking how these terms can be interpreted. These words seem simple on face value but they are embedded with meaning and often different meanings to different people.

Slide 29

I want to begin by going back and looking at the draft Department of Education rules that came out March 2. These rules are the ones that were in draft form in March, in June they will be finalized. After March release of these states, individuals, and different organizations were provided the opportunity to provide comment on these rules. The Department of Education asked their customers; Are we getting it right? Are we close? Does this make sense? Will this be able to be implemented? The Texas Workforce commission provided a very robust and detailed response to all of the draft rules to WIOA but in particular for Adult Education Literacy we put a lot of attention to these area of the rules, because we wanted to make the flexibility because the rules represented what we find in the research.

If we look at the rule it says an IET must be provided concurrently and contextually such that within the overall scope of a particular IET program the activities are instructionally balanced across the 3 components. Particular with the respect with reading, writing, and math and that they occur simultaneously and that they use industry or occupationally relevant materials.

This last phase is actually the easiest part. Does the training material have occupational and relevant materials? That's the contextualization of our component and that is the easy part, but it's these areas related to instructional balance, simultaneous, provision, and concurrence. That we took some exception to in the propose ruling and wanted to make sure that we made the case. That these definitions as interpreted here could be too restrictive in the way that we actually saw IET models being implemented in Texas as well as what we saw in the research literature coming out of Washington State.

Slide 35

We wanted to take some time to tell you in our rules we made reference to some very solid research coming out of Columbia University, the community college research center on the I-Best program as it was being implemented in Washington State. This research report, *How I-Best works*, outlined 4 different models that are actually being used in Washington State and the report was based on observations in I-Best courses and programs across 4 different areas.

Slide 36

They found through the research various levels of integration occurring within the I-Best program. If you are not familiar Washington State is where this Integrated Basic Education Skills training model a form of Integrated Education and Training was developed and has been deployed through hundreds of courses and programs across the state of Washington for over a decade. The research team had a very strong and robust area to go and look at different models that had many years of implementation under their belt in that research they found that there are actually 4 integrated instruction being implemented. Often times there is this understanding that I-Best means that there are 2 instructors working together, an Adult Education instructor and the Technical training instructor, working together full time with in a class room. Or maybe 50% of the time in the classroom and there seems to be a widespread understanding that that is I-Best only. When in fact the research dispelled that conception.

Slide 37

You will hear me say this, it's a misconception that there has to be this instructional overlap in the classroom, whether it's a 100%, 50%, 25% time. In research that is being done in Washington State I-Best is being implemented in many different ways. I will also note that the coordinating board that has promoted the I-Best model to Accelerate Texas has also reiterated this 50% instructional overlap in their Accelerate Texas RFA's.

This is very much in our minds when we think of I-Best and Integrated Education and Training, but I think it's starting from a very limited perspective of what is possible under these Integrated Education training models. I wanted to look at what the research say and look at how the workforce commission is implementing this research in our own Accelerate Texas Models and

how we will be guiding you to be implementing through the Integrated Education skills training program model.

Slide 38

We look at the research there were 4 models that they found in Washington State. Going from a nonintegrated model 1 all the way down to the fully integrated instructional model, model 4. In model 4 is the one that people often think of when they think of I-Best, but that seems to be actually one of the rarest instances of what is happening. We see a much wider variation of instruction happening. From my own experience implementing that fully integrated model with 2 instructors in the class room at the same time is definitely the hardest way to begin your journey when you are implementing Integrated Education and training model combined.

I want to stress that as you move forward there is no one size fits all Best model for implementing integrated instruction. Those of you who are beginning to implement and design programs please spend some time looking in this webinar. Looking at the research and talking to your training counterparts on how best to integrate the curriculum of Adult Education and the Workforce Training and how to contextualize to best meet the needs and deploy for student services.

From my experience if you begin the discussion by saying "that you must have an integrated program with 2 instructors in the classroom at the same time," you will probably meet with considerable resistance from your training partners. It very much challenges many of the standardized constructs with in community college training. There are other ways to wine instruction to meet the same objectives through different ways and this is all supported in research. I will talk about more of that in a little bit in term of some of those constraint that fully integrated model can present. It's a good model but there are other models that are equally affected.

Slide 39

Until WIOA releases the regulations that can clarify these issues of concurrent instruction, we of the TWC will continue to use the Aligned Instructional models that we have already been implementing through our own Accelerate Texas and I want to spend some time working through those now.

Slide 40

We looked at the 4 models that they found in Washington State and we distilled them down into 3 models to better understand how we see things happening in Texas and what was supported in the research. I intend to use these to guide our Integrated Education training services here further back from any guidance for the Department of Education that may require us to change things. I am hoping that the Department of Education will work to keep their model less restrictive as they move forward.

Slide 41

Let's look at the 3 models. The first model we called Aligned Instruction, in this model:

Students are co-enrolled in a Workforce Training and AEL courses, but the courses have very limited integration in terms of instruction most of the modification to the courses done on the Adult Education Literacy side with the textbook and the materials and the objectives of the Workforce Training force is used as the basis for instruction. The Adult Education Literacy Workforce Training courses are taught separately, but the content is aligned but the instructors have very little engagement with each other.

This is the easiest model to implement, and I know many of you many have begun using this model, but it is the least effective. Simply because the 2 instructors are not working together and there is tremendous value in sharing time between the Workforce Training instructors and the Adult Education instructors so they can share their expertise, experience, and student performance with each other. This is an easy way to get going and it does allow for the students to access Workforce Training and find success.

Slide 42

The Second Model: Partially Integrated Instruction

Workforce Training and Adult Education Literacy are more closely aligned, not only for the curriculum content but more importantly for joint planning within the instructors. They get together and truly identified skills needed to succeed in the program. The Workforce Training instructors identify common skills barriers that they see in the class and things such as math deficiencies and vocabulary challenges that students have in the Workforce Training. The Adult Education Literacy instructor uses that feedback as well course content, textbooks, power points, and other training materials to augment and contextualized the literacy component.

In my experience this has been the most successful model to implement because the curriculum is being highly integrated and the 2 instructors are working together as a team. Also the training program has begun to modify their teaching technique and sometimes content. The reason is the most easy to implement is that it does not disrupt the scheduling for the Workforce Training program, which if it's a college training course it can sometimes be very difficult to manage if you are implementing this type of models. Course catalog and course programming at colleges is a much regimented process and sometimes happen months in advance. They can be very difficult early on when you are beginning to develop your relationship with your training partners to implement an IET. It may be very difficult to deviate from what is already scheduled at the college and the technical training institution.

This is a good way to really be getting going and not disrupting the standard business operations too much on the programming side of the college catalog, but really putting your value and investing in the time for the instructors to work together and finding that time because instructional engagement between Workforce Training and Adult Education literacy is absolutely critical for real student success. The course content becomes finely refined and contextualize the student needs and sometimes more importantly the 2 instructors can share individual stories and individual support for students in their classes. The Adult Education instructor can learn from the Workforce Training instructors specifically which students may need additional instruction and tutoring and where there are gaps in the Adult Education Literacy content that need to be bolstered.

Slide 42

The Third Model: Fully Integrated Instruction

The most highly advanced model is what we call fully integrated instruction design model. This is the co-instruction model. Students are co-enrolled in both training and education content, its modified, the 2 instructors are co teaching. It is this model that people tend to think of when they think of I-Best and this is actually the most difficult to implement.

The 2 main challenges that make this model hard have to do with finding instructors that can work well together and share time in the same classroom together. Also finding ways to extend the classroom hours so that the required content for the Workforce Training can be taught as well as the Adult Education and Literacy content needed for student success. This challenge of really disrupting the standard college course programming that is based on things like the standard 50 minute class, can really pose a barrier to implementation. When I say that this is the hardest way to begin, I am really talking more about the fact that you are really challenging these poor elements that are strictly regulated in terms of how long certain training courses should be and then also how are they programmed into the course curriculum.

Often time's programs co-enroll Adult Education Students in the Workforce Training content with standard enrollment students that don't need remediation. If you extend the classroom period to add remediation then it becomes a challenge because if the college is willing to do that then you have to be willing and sure that you can fill that classroom up with the required number of students. We found that it was much easier to take a pharmacy technician program that is already in the catalog or a Workforce medical assisting program and rather than me trying to find 26 students that are all under skill that want to medical assistants and starting a customized integrated and fully program. It was easier for me to take the 15 students I had and integrate those with standard enrollment students and thus using the previous model where we didn't have to extend the classroom hours tended to always work better and it made it much easier for us to implement what we are doing programs. We have heard this example happening in colleges all around Texas.

Example

I want to turn to looking at some of the actual models that we have seen implemented. I am going to use the example of a nurse aide program, this a very familiar model to us. One that we see as an occupational training or Workforce Training model widespread across the state.

Slide 45

Is this an IET? In this first model we have a Healthcare Transitions Class, a bridge class, on ramp class, it may use the TISESL curriculum for healthcare. That is coupled with the CNA Workforce Training program with no modifications. The CNA curriculum of study as you probably know includes a hands on residential care clinical component and then students take the CNA class or CNA exam.

Is this an IET? The answer is NO, because it lacks a Workforce preparation activity component that is required in the definition of IET and it's a sequential model it's not concurrent. For

students to progress through this program their progression through kind of your traditional sequence of services. I know many of you are using a model such as this and calling it an IET and I don't want to discourage you from that, but I want to encourage you to build upon that. This is a good way to get going and you need to pat yourself on the back for getting a program of study put together. It is a viable model, students will succeed in this model but it's not going to qualify as an IET under what we would read in these Department of Education draft rules, nor in really what the statute says for IET, simply because it is not concurrent and it lacks the Workforce preparation activities. It is also a very good transitions model.

Slide 47

Here is another model that is using the aligned instruction typology that I described earlier. This is an IET, yes it is an IET because it has a Workforce Training component and here we see the hours of the day I have provided so that you can see the very important component that is on many of your minds. How do we get enough ESL in a model like this for students to post test and for us to know that students are actually learning the sufficient amount of English? The next 5 examples are going to show you how you can accomplish that, using a CNA model.

Here we have the CNA services the Workforce Training provided in the morning, the content is aligned with ESL instruction in the afternoon for 2 hours. Students go to their offsite clinical training for 40 hours and that is required in the CNA curriculum. Then we see students return, if you have implemented a CNA program many of you will know that there is often a period between the clinical period of training ends for CNA's and when they can take the state exam. Often times that is about 3 weeks, rather than have students go home and forget their content for 3 weeks while they wait to take their state exams. A great example is to bring them back and offer Workforce preparation activities for 36 hours in the morning. It keeps them fresh on the content, it helps them prepare to enter the Workforce, and it can also act as a refresher for that CNA exam by reinforcing vocabulary and language skills that they will need when they take their exam. For your Adult Basic Education and Literacy content hours you get 60 hours of instruction so you can post test students on your test. You feel confident that they will show Educational gain. This is the model we see being implemented it's a way to piece very important components up together and it meets the IET design model.

Slide 49

This model is very similar to the one I just described, but here in this one we see that something that most of you were doing if you are an Adult Education Literacy Grant recipient. Here you are recruiting students out of your standard ESL program going in at the end of a semester and saying "Okay you been in ESL for this semester, who would be interested in going into a technical training program for certified nurse's aide." Hands go up and you have 14 people interested and suddenly you have a cohort of students that can leave an ESL program and then go into the contextualized CNA and the Workforce Training of CNA and the regular program of study. What is important here is that rather than post testing students at the end of the standard ESL, you can post test at the end of this whole sequence of services and gain way more than 60 hours of ESL instruction. To really ensure maybe one or two gains of Educational functioning levels for students and really prepare them for success going into the Workforce and taking that CNA exam.

This is really something that I want to encourage people to think about because we have it in our minds that we posttest at the end of the course and here if you got a recruitment strategy that is happening, consider if this were at the end of this semester and its May and you got students that have been in ESL for a whole year, you may want to post test them right then. But if you were to start a CNA program in June you wouldn't need to post test them until the end of their course of study in July or at the end of June when they finish. Then you would get a lot more of instructional time, students would exit, you would get your learning gain, they would get a CNA state of mind success and learn a lot of English to have success going into the Workforce. There are many ways to build this model.

Slide 51

This one for sure is an IET model. Model #3 using a partially integrated instructional design. This is the one where the CNA instructor are working a lot closer together. This is one of the easiest to implement and most successful model. Here we have Workforce preparation to get students ready for that technical training integrated component and then the full program of study with the also required number of hours for ESL testing. For sure this is an IET model.

Slide 53

Here's another one that splices and dices the content a little bit different we have a little bit shorter Workforce preparation at the beginning 16 hours, then we have the CNA and ESL content jointly planned and jointly implemented with 2 instructors. Then the hands on clinical residential care, and then students come back for that refresher course, 20 hours. Then they have high success passing that state exam. This is a very good model because students ready at the beginning for success, and then helps them refresh at the end before they take that state exam. This is an IET model.

Slide 53

We will conclude these different examples with that fully integrated instruction with that typology and model here. This is the one with 2 instructors working and co-teaching together. We got Workforce preparation, front loaded the beginning. That is going to be a skill that is related to not only the Workforce transition and employment but also college readiness and Workforce rigor and college rigor. That definition of Workforce preparation, go back and look at that it's a very durable definition you can design that course content in many interesting and exciting ways. I encourage you to be flexible and be creative. So yes indeed this would be and IET program model.

Slide 57

We have advocated responsibility through the NPRM process. Until we have final the Department of Education regulations, we will continue to implement these typologies that we have used under the TWC Accelerate Texas and encourage all the Adult Education Literacy grantees that are doing the Adult Education Training method to implement these types of typologies.

Slide 58

I am excited to announce that we are going to begin a community of practice for career pathways and Integrated Education and Training. This will be our fourth coming program that Ann Savino on my staff will be leading in collaboration with the Texas Center for Adult Learning and Literacy. Here we want to have a network kind of a playground for providers to share information, resources, and all types of other things through the PD Portal so that we can start to have a landing place for a lot of the best practices and also to ask valuable questions. We will be sending out a survey at the end of this call, because I am sure you have plenty of questions. Also you know how to access Ann Savino or your program specialist with questions also and you do that in a very vigorous way and we encourage that.

I see some question and will go ahead and answer them. Debra Hargrove over at the Texas Center for the Advancement of Literacy and learning has posted where we can find the previous webinar transcripts and recordings. I also see a question from Selsa Lerma regarding examples of Workforce preparation activity. It's a good question I want to go back and think about what we saw in that definition of Workforce preparation activities.

Slide 18

If we go back, and look at Workforce Preparation Activities, look in the definition. Notice at the beginning it says "these can be activities, programs, or services" it doesn't just have to be a class, it can be a service. It can be something that is provided by the Workforce board, related to resume writing, interviewing skills. It can be provided by your community college advising department related to topics in college knowledge. How to take notes and things like that. You don't have to think of it as programming a class that has to have pre-post test results. It can be something that you can flexibly move around and integrate with in your IET instructional design. It includes critical thinking skills, the very important digital literacy skills. Think about these skills if you recall from previous webinars, these are defined by WIOA. How to use technology? How to teach students that are going into a college training program. How to access their technical training instructor's course content on the community college shared server? How to pull down and save a Workforce Training power point for a training program onto a stick drive?

All of those things that are essential for students to have as they succeed in Workforce Training, you can teach those students Workforce preparation activities components. There are also these soft skill components of self-management, showing up on time, coming to class on time, how to find resources, going to the library, how to search things online, how to do research. How to use that information. Soft skills like working with others team work, being a good follower, and a good leader.

Understanding systems, just understanding the college system of enrollment, payment, coming to class, parking, how to manage registration. That is a very complex system. Here in a Workforce preparation component you can distinctively teach those skills that you might find in a Student Development class in a community college. Then there is the Workforce preparation component. That would be your career transition component of teaching resume writing and other things and doing Workforce skills provided through job interviewing.

It's a very flexible durable definition and we are planning to do a webinar on some different ways that we see this Workforce preparation activity being implemented. This is something that many of you are doing already, calling it a bridge program, this could be the curriculum that you are using in your transition program or your work search and career pathways, career exploration services.

Slide 59

I am going to go back to the end of the webinar.

I see another question from Lorraine Juarez, very important question, How do we capture this information in TEAMS? The question on everyone's minds I'm sure. Take a look at the screen here, on March 31st we are going to have a complete independent webinar that is going to be focused on reporting. There will be limited reporting on a lot of this content in TEAMS because TEAMS is not going to be able to be programmed to capture some of this. I will let you that we have a very strong reporting tool that we are using through our Accelerate Texas grantees that we will be using for the training reporting component. It is our objective that we want to keep this reporting as light as possible. We are very interested in learning what you are doing, but we are not going to impose a very rigorous reporting process on programs as they implement.

Talk to your peers, look at that list of questions you have been writing down and look forward to sending questions directly to Ann Savino, or program specialist or wait for our survey questionnaire that we will be sending out after this webinar.

I want to conclude by reminding you that we do have a webinar on March 24, called *Implementing the WIOA Participant Individual Record Layout, PIRL*. This is going to be a real important webinar for our AEL grant recipients that are on the call, because it's going to really provide some initial glimpses into what is going to be required in our student reporting next year. After that on March 31st we will be having the reporting webinar for IET. In April we will be planning a second Integrated Education Training Webinar that will highlight some of your most successful models out there in Texas. Another we have in the works hopefully in April will be, *How does the IET model interface with the ability to benefit provision and detail legislation* that we have seen roll out.

Thank you for your time today, we had 85 people on the webinar which is fantastic. I want to congratulate everybody on the success of what we are doing in Texas for Integrated Education and Training, we have collected a lot of strong information from you. Many of you that were learning just months ago, are now implementing and that just warms everyone's heart, it's really the direction that we are going in Texas. In the direction our federal legislation is supporting us in and that is wonderful to hear. Encourage the questions and we want to wish everyone well and we will be getting this webinar posted and the recording in the coming days. Thank you for your patience on that. Bookmark those next days for the next webinars. Thank you very much for your time today and this concludes our webinar.