

Chapter 3

Development of Individual Education and Employment Preparation Plans (IEEPP)

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Introduction

For a student entering an adult literacy program for the first time, the development of an Individual Education and Employment Preparation Plan (IEEPP) can mean the difference between success and failure. In developing an IEEPP, students are required to identify their reasons for attending the program and establish a set of goals. Although not all will be appropriate, IEEPP goals are typically the same as the National Reporting System (NRS) goals that are entered into an electronic data collection system. (See “The Goal Setting Process” on the following page.) The development of an IEEPP is essential because it:

- Provides a student with a clear understanding of his or her abilities.
- Helps a student set clear goals and establish a reasonable timeframe in which to meet those goals.
- Allows a student to reevaluate or refocus his or her goals in light of continued progress.

Minimum Requirements for an IEEPP

When developing an IEEPP, programs should consider their purpose as well as their student population. For instance, a program with a strong employment focus should have an IEEPP that stresses the steps that will lead to further training or a job. It should contain a detailed analysis of the student’s interests, abilities, and, possibly, work-related (Secretaries Commission on Achieving Necessary Skills ((SCANS))) skills. Ideally, the IEEPP would be developed as part of a more detailed career plan. (See “The New York State Adult Career Plan” section below.)

- ✓ New York State requires that all students enrolled in programs funded by Title II of the Workforce Investment Act (WIA), the Employment Preparation Education (EPE) program, the Welfare Education Program (WEP), or the Adult Literacy Education (ALE) program have an IEEPP. With the student, a teacher (or counselor, intake staff member, or tutor) should develop the plan within the first 12 hours of the student’s commencement with the program. Minimally, the IEEPP must contain the following:
 - All testing and assessment information.
 - Student goals that have been established consistent with NRS.
 - Instructional program designed to meet the student’s established goals.
 - A record of goals attained.
 - An Individual Student Record Form (ISRF).
- ✓ All documentation for NRS purposes must be accessible by NYSED, students and staff.

Sample IEEPP (See Appendix B)

Appendix B contains a sample IEEPP. It is important to note that this is only a sample IEEPP, not a required form. However, while programs are not required to use the IEEPP in Appendix B they are required to gather the information listed in the “Minimum Requirements for an IEEPP” section above.

The Goal Setting Process

This section explains the relationship between goals established for IEEPP purposes and those required for the NRS. Goal setting is the basis of accountability in the NRS: Agencies are held accountable to the goals that are established as part of the IEEPP development. In defining core and secondary measures (See Chapter 1), the NRS identifies what the expected program outcomes should be. Programs that do not result in either educational gain or a GED exam should not be funded. The four follow-up measures define additional required outcomes where appropriate. (See “Follow-up Measures” below.)

NRS Measures and Student Goals

The NRS identifies five core measures, as well as a number of secondary measures, by which program success is assessed. New York State requires agencies to collect data on all core and secondary measures in the NRS. None are optional. The core and secondary measures of program success should reflect students’ ability to achieve the goals they identified when they enrolled in a program. For this reason, one of the first steps of student intake should be the development of an IEEPP that clearly identifies learner goals, because the programs that enable students to accomplish their learning goals are the programs that are successful in meeting performance goals.

- The following steps are the recommended process for developing an IEEPP:
 - Students should fill in their demographic and personal information on the Individual Student Record Form (ISRF) as the first step of the intake process.
 - Students should then be assessed.
 - During the initial discussion, students are likely to mention their goals. After the assessment, staff will be able to evaluate the feasibility of the goals and establish a reasonable timeframe in which students can meet them. This should be done with the students during the IEEPP process.
 - Students’ goals should then be documented on the ISRF and entered into the data system.

Core Measures**Core Measure 1: Educational Gain**

Educational gain is a mandatory goal for all students, except those pre-testing on the High Adult Secondary Education (ASE) level. All programs are required to pre-test and post-test their students. Educational gain is the only measure used to determine program success for students pre-testing on all English as a Second Languages (ESL) levels, as well as for Adult Basic Education (ABE) and ASE students pre-testing on the first five levels (from Beginning ABE Literacy through Low ASE). High ASE level students, however, cannot use educational gain to demonstrate success. (See “Follow-up Measures” below.)

Core Measures 2-5: Follow-up Measures

Much confusion exists over the requirements of follow-up measures. Follow up measures are required as part of goal setting. The number of students who will have goals in this area will vary depending on each program's purpose and student composition.

- ✘ The NRS states that all students, with the exception of those pre-testing on the High ASE level, automatically have educational gain as a goal.
- ✘ In addition to educational gain, students can have up to two additional core indicator goals, which are taken from the four core follow-up measures.
- ✘ Students can record as many secondary measures as apply.
- ✘ When developing an IEEPP, students should be asked whether one or two of the four core follow-up measures are among their reasons for enrolling in the program. This question must be asked, and the answer must be entered into the IEEPP as well as the NRS database. *Agencies that do not ask this goal related question to avoid following-up on their students are not in compliance with the NRS and will be placed on corrective action.* The distinction to be made is whether the goal represents a student's specific reason for entering a program, or whether the goal is part of a vague future plan that is not necessarily related to the student's enrollment.

The four core indicator goals are defined below:

- *Obtaining a Job.* Many literacy programs are designed to help students obtain a job. Often, this is articulated through an occupational or work experience component. Some programs even incorporate job clubs, job development, and career counseling into their curriculum. Students who enroll in these types of programs should cite "obtaining a job" as a goal. In other programs—such as strictly ABE, ASE, or ESL programs—job attainment is not as obvious an objective. However, some ABE, ASE, or ESL students might enroll in a program precisely because they anticipate that the skills they learn in the classroom will directly lead to a job. Therefore, they might cite obtaining a job as a goal. In most of these cases, the students not only have a specific job in mind, but they have some idea of the skills needed to get the job. Part of developing an IEEPP involves determining if this is the case.
- *Retaining or Improving a Current Job.* Students should be asked if retaining or improving their current job is a reason they enrolled in the program. As with obtaining a job, this goal should not be a vague future objective: It should specifically relate to a student's reason for enrollment. This question must be asked and determined to be a valid goal as part of IEEPP development.
- *Obtaining a Secondary School Diploma or GED.* Because there is no higher level by which to demonstrate educational gain, obtaining a secondary school diploma or GED is automatically the primary goal for all students pre-testing on level 6 (High ASE). Students below level 6 may include this as a goal. However, it should only be listed as an NRS goal if it is a realistic objective for the program year. (See "NRS Goals Versus IEEPP Goals" below.)
- *Entering Postsecondary Education or Training.* As with the other follow-up measures, entering postsecondary education or training should be included as an NRS goal only if it specifically relates to a student's reason for enrollment and can realistically be achieved within the program year. For instance, this would be an appropriate goal for a student who plans to enter college at the completion of a GED program or for a student who hopes to enter an occupational training program that has a minimum requirement for basic skills.

Because New York State's numbers are unacceptably low in the four follow-up measure areas, it is necessary that expectations be established regarding students who should be identified as having the four goals.

- ✓ For "*Obtaining a Job*", it is expected that at least 70% of students who have indicated that they are unemployed and available for work should have obtaining employment as a goal.
- ✓ For "*Entering Postsecondary Education or Training*", it is expected that at least 50% of those with the goal of "*Obtaining a Secondary School Diploma or GED*" should also have this as a goal.
- ✓ For "*Obtaining a Secondary School Diploma or GED*", all students pre-testing into NRS level 6 should automatically have this as a goal. In addition, students scoring at lower NRS levels on pretests who are likely to pass the GED test within the program year should also have Obtaining a Secondary School Diploma or GED as a goal. Typically, this includes students with reading level 6 but with lower mathematics scores.
- ✓ For "*Retaining or Improving a Current Job*", federal guidelines are being revised for this core indicator. Expectations in this area will be revised when the new federal policy goes into effect.

It will not be necessary for local agencies to perform any additional data tasks because ALIES will automatically calculate these figures. It will require agencies to make an effort to ask whether students have these goals regardless of the additional follow up requirement.

Secondary Measures

Secondary measures provide valuable information not only for students, but for policymakers and legislators as well. Although they are not used in the same way as core indicators (to evaluate agency performance), secondary measures provide useful information on the scope and focus of an agency's program.

- ✓ In New York State, gathering information regarding student goals as they relate to NRS secondary measures is not optional. When appropriate, students should be asked the goal questions as part of IEEPP development, and their answers should be entered on the ISRF.
- *Community Outcomes.*
 - *Obtain Citizenship Skills.* Typically, this applies to students who are concurrently enrolled in ABE, GED, or ESL classes and a citizenship program. This is the only community outcome that must be established as a goal for NRS purposes. It is not necessary for programs to determine whether a student has attained citizenship. However, programs must determine if the student has taken and passed a test comparable to the citizenship exam.
 - *Voting Behavior.* For IEEPP purposes, registering to vote or the act of voting may be established as a goal. For NRS purposes, programs are not required to ascertain whether this is a goal. However, all students who were not registered to vote or had never voted prior to their enrollment should be asked (either verbally or through a survey) if these behaviors occurred during the course of their participation in the program.
 - *General Involvement in Community Activities.* For IEEPP purposes, becoming involved in community activities may be established as a goal. For NRS purposes, programs are not required to ascertain whether this is a goal. However, all students should be asked (either verbally or through a survey) if these behaviors have occurred during the course of their participation in the program.

- *Reduce Public Assistance.* As part of IEEPP development, most programs ask students who are recipients of public assistance if reducing or eliminating the aid is one of their goals. The NRS, however, automatically assumes that it is. Therefore, in order to calculate a success rate, automated systems should place all public assistance recipients in the denominator and include those who report (either verbally or through a questionnaire) reduced or eliminated public assistance grants during the course of their participation in the program in the numerator.
- *Family Outcomes.*
 - Getting involved in children's education.
 - Getting involved in children's literacy activities.

Note. The NRS automatically assigns these goals to all students enrolled in programs that focus on family literacy. (They should be reported in NRS table 8.) During IEEPP development, programs with a family literacy focus should make it clear to incoming students that promoting family literacy is an integral part of the curriculum. Students enrolled in programs that are not focused on family literacy should be asked whether these goals are among their reasons for enrollment. Along with those in family literacy programs, these students should be reported in NRS table 11.

NRS Goals versus IEEPP Goals

In developing an IEEPP, a teacher or counselor should work with a student to develop a plan that establishes appropriate goals—both short-term and long-term. For example, a student with low literacy skills might want to earn a GED certificate and go on to postsecondary education. To help provide focus, it is valuable to include these as long-term goals on the IEEPP. However, the student should understand that the process is neither quick nor easy. It is incremental; success depends on effort and a commitment to the program. In this case, educational gain would be the appropriate and attainable NRS goal and should be included in the automated data collection system. Likewise, obtaining employment would be an appropriate NRS goal for a student attending a program that has a strong employment focus or for a student who, despite attending a program that does not focus on employment, identifies obtaining employment as his or her primary reason for enrollment. For students who would someday like to obtain employment, but do not identify finding a job as a specific reason for enrollment, obtaining employment might be an appropriate long-term IEEPP goal; however, it is not an appropriate NRS goal. Upon periodic reevaluation, long-term goals may become short-term goals—i.e. attainable within the program year. If this occurs, they would then become appropriate NRS goals.

- ☐ ALIES does allow for the recording of long-term goals that are not reported for NRS purposes. These goals can be moved into the short-term category as they become attainable.

Reassessing Goals

As part of the IEEPP process and for NRS purposes, goals should be established for each student within the first 12 hours of attendance. A student's goals may need to be reevaluated and revised over the course of the year.

- ✓ For NRS purposes, goals may be changed only once per quarter.
- ✓ For NRS purposes, goals should never be reset during the student's exit quarter.

The New York State Adult Career Plan

- Programs with a strong job obtainment focus are encouraged to use the New York State Adult Career Plan in conjunction with the IEEPP. The Career Plan provides a process to help students make decisions about appropriate career choices. The process includes the following steps:
 1. *Self-evaluation*. Students identify their interests, abilities, personal and academic areas that need to be strengthened, and employment challenges.
 2. *Career Exploration*. Students examine their school, community, and work-related experiences in order to identify the skills they have acquired through these experiences. The students then identify careers of interest, as well as characteristics of those careers, including educational requirements, necessary skills, and employment opportunities.
 3. *Future Goals and Decision-Making*. Students identify career goals and the action steps needed to meet those goals. In addition, students develop an education plan, including courses or programs that will help them pursue their careers of interest.
 4. *Skills/Application*. Students analyze their beginning and ending skill level in the foundation (SCANS) skills and identify whether they have gained the skills in the context of a class or program or in an experience outside of the classroom. The skills include:
 - Basic skills
 - Thinking skills
 - Personal qualities
 - Interpersonal skills
 - Technology
 - Managing information
 - Managing resources
 - Systems
 5. *Résumé Completion*.

The New York State Adult Career Plan can be ordered with the form in Appendix C. To learn more about the NYSED Adult Career Plan go to www.emsc.nysed.gov/workforce/careerplan/home.html