



# INTEGRATED EDUCATION AND TRAINING A Career Pathways Policy & Practice



## INTEGRATED EDUCATION & TRAINING

“...a service approach that provides **adult education and literacy** activities concurrently and contextually with **workforce preparation** activities and **workforce training** for a specific occupation or occupational cluster for the purpose of educational and career advancement” (*Final WIOA regulations at 34 CFR §463.35*).

### Why IET?

Integrated Education and Training (IET) is a research-proven educational practice based in adult learning theory.<sup>1</sup> Beginning with Washington’s I-BEST and its many replications, and expanded and codified in the Workforce Innovation and Opportunity Act (WIOA), the IET strategy is rapidly spreading across the country. This model helps educationally underprepared adults pair foundational skill building with workforce preparation and training in in-demand occupations.

Through IET programs, adults seek goal-oriented, relevant, practical knowledge. People with family and work responsibilities can offset the opportunity costs of education when IET truly leads to educational and economic mobility.

To be part of a comprehensive career pathway, IET programs need a sector focus and robust participant supports. Focusing on sectors that have value in the regional labor market provides greater opportunity for quality employment. And to create access for all levels of adult learners, IET programs must span the spectrum of education, providing “on ramps” from the first levels of basic education or English language learning to secondary diplomas or equivalency completion.<sup>2</sup>

### What's going on?

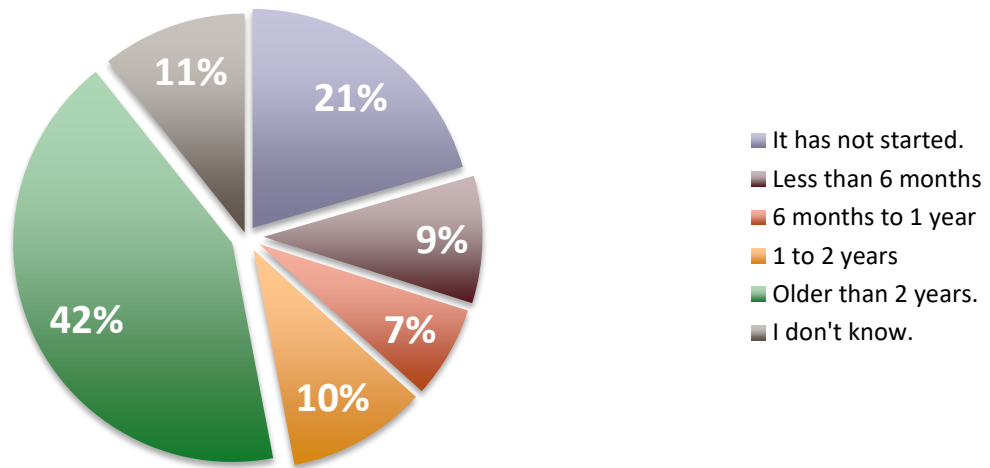
IET disrupts legacy structures of adult education and training. While some traditionalists resist IET—viewing it as outside their scope or beyond their students’ abilities—many practitioners have embraced these models. The expanded opportunities they provide to students are transforming *life skills* or *high school completion* programs into adult-focused IET.

In order to get insight into IET models, funding mechanisms, and partnerships across the country, CLASP and the Texas Workforce Commission conducted a national survey of adult education providers to learn more about IET models, funding mechanisms, and partnerships across the country (See Appendix I). Two hundred sixty-five people from 43 states took the survey; 43 percent represented local education agencies and 34 percent institutions of higher education. Among respondents, 21 percent had not yet started IET programming, while 42 percent have been doing IET for more than two years. However, only 69 percent feel certain that their program meets all of the IET requirements.

**Q6: What is your institution type?**

ANSWER OPTIONS	RESPONSE PERCENT	RESPONSE COUNT
LOCAL EDUCATIONAL AGENCY	43%	111
COMMUNITY-BASED ORGANIZATION OR FAITH-BASED ORGANIZATION	9%	24
INSTITUTION OF HIGHER EDUCATION	34%	89
PUBLIC OR PRIVATE NONPROFIT AGENCY	10%	26
LIBRARY	0.4%	1
PUBLIC HOUSING AUTHORITY	0.4%	1
NONPROFIT INSTITUTION	10%	27
EMPLOYER PARTNERSHIP	2%	4
OTHER	9%	22

**Q7: How long has this IET been providing service to students?**





## How does IET fit into career pathways?

It is important to note the role of IET in career pathways. Career pathways are an integrated service delivery model across education and workforce development that allow local areas to design solutions leveraging the strengths of workforce development and education across the spectrum. Under title II of the Workforce Innovation and Opportunity Act (WIOA), also known as the Adult Education and Family Literacy Act (AEFLA), IET is *the* instructional strategy for career pathways, and elements “D” and “E” from the WIOA definition of a career pathway align with the IET elements of concurrent activity and contextualization as acceleration strategies:<sup>3</sup>

(7) CAREER PATHWAY.—The term “career pathway” means a combination of rigorous and high-quality education, training, and other services that—

(A) aligns with the skill needs of industries in the economy of the State or regional economy involved;

(B) prepares an individual to be successful in any of a full range of secondary or postsecondary education options, including apprenticeships registered under the Act of August 16, 1937 (commonly known as the “National Apprenticeship Act”; 50 Stat. 664, chapter 663; 29 U.S.C. 50 et seq.) (referred to individually in this Act as an “apprenticeship”, except in section 171);

(C) includes counseling to support an individual in achieving the individual’s education and career goals;

(D) includes, as appropriate, education offered concurrently with and in the same context as workforce preparation activities and training for a specific occupation or occupational cluster;

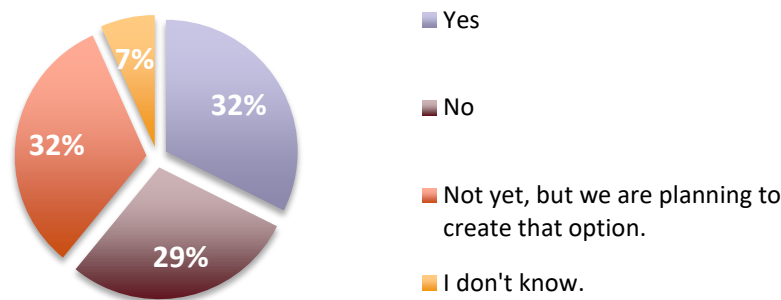
(E) organizes education, training, and other services to meet the particular needs of an individual in a manner that accelerates the educational and career advancement of the individual to the extent practicable;

(F) enables an individual to attain a secondary school diploma or its recognized equivalent, and at least 1 recognized postsecondary credential; and

(G) helps an individual enter or advance within a specific occupation or occupational cluster.

Under AEFLA, IET is an *allowable* strategy for general funds and is a *required* strategy for Integrated English Language Civics Education (IELCE), WIOA section 243 funds. The majority of survey respondents are implementing or planning IET with IELCE funds as required. Twenty-nine percent are offering IET outside of section 243 funds, demonstrating a willingness to provide IET with general funds.

**Q30: Is this IET also offered as part of an Integrated English Literacy and Civics Education program?**

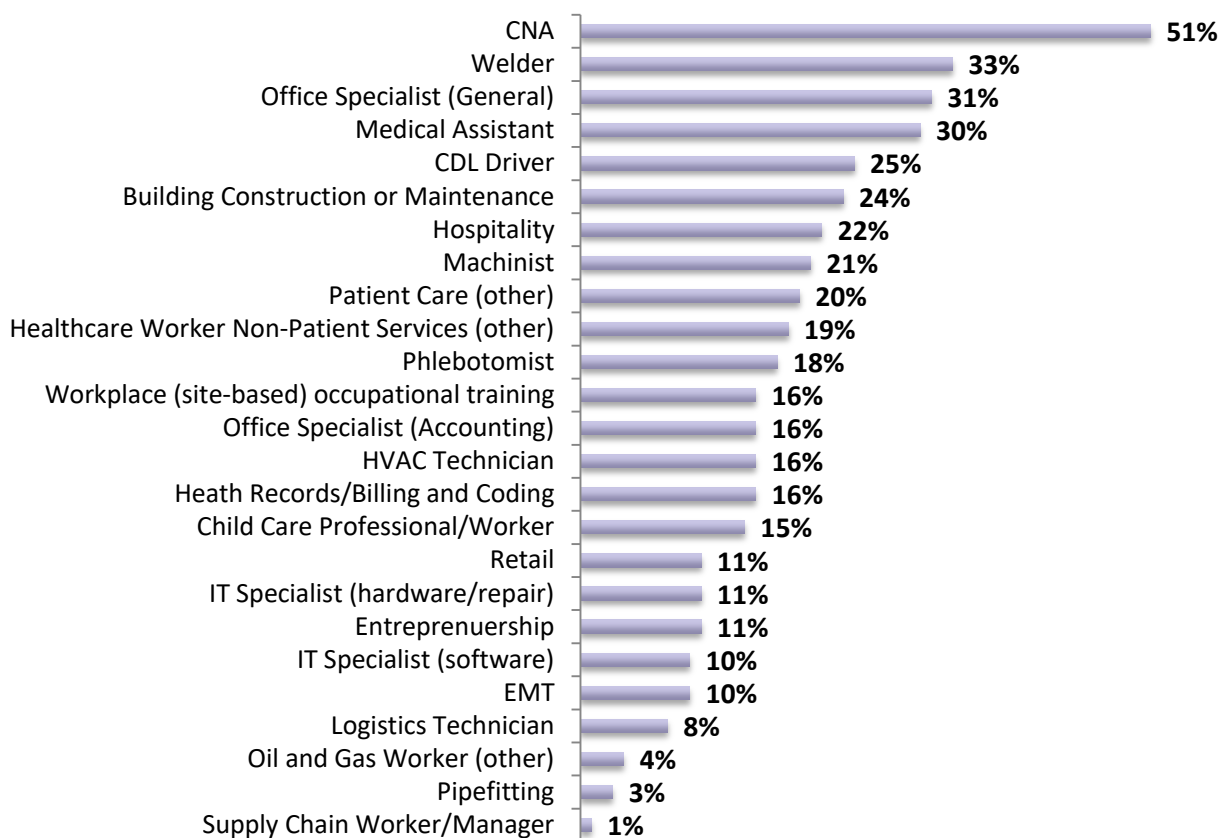


Adult education providers are well-positioned to provide IET’s foundational skill building component (e.g., reading, math, writing, high school preparation, English Language Learning) and workforce preparation component (e.g., critical thinking, digital literacy, self-management skills, employability skills) in a career pathway. WIOA provides local areas flexibility in who delivers the workforce training.<sup>4</sup> According to practitioners, many types of organizations provide the workforce training component: 39 percent are community and technical colleges, 14 percent are local workforce one-stop contractors, and 13 percent are local school districts.

**Q14: What type of organization provides workforce training?**

ANSWER OPTIONS	RESPONSE PERCENT
INDEPENDENT OR CONSOLIDATED LOCAL SCHOOL DISTRICT	13%
COMMUNITY OR TECHNICAL COLLEGE	39%
OTHER PUBLIC LOCAL EDUCATION AGENCY	1%
OTHER TYPE OF INSTITUTION OF HIGHER EDUCATION	3%
NONPROFIT ORGANIZATION	9%
COMMUNITY-BASED ORGANIZATION OR FAITH-BASED ORGANIZATION	3%
ON-THE-JOB, INCUMBENT WORKER, WORKPLACE LITERACY TRAINING PROVIDED BY EMPLOYER	2%
TRAINING PROGRAMS OPERATED BY THE PRIVATE SECTOR	2%
LOCAL WORKFORCE ONE-STOP CONTRACTOR	14%
OTHER	14%

**Q19: For which occupation does your IET prepare students?**



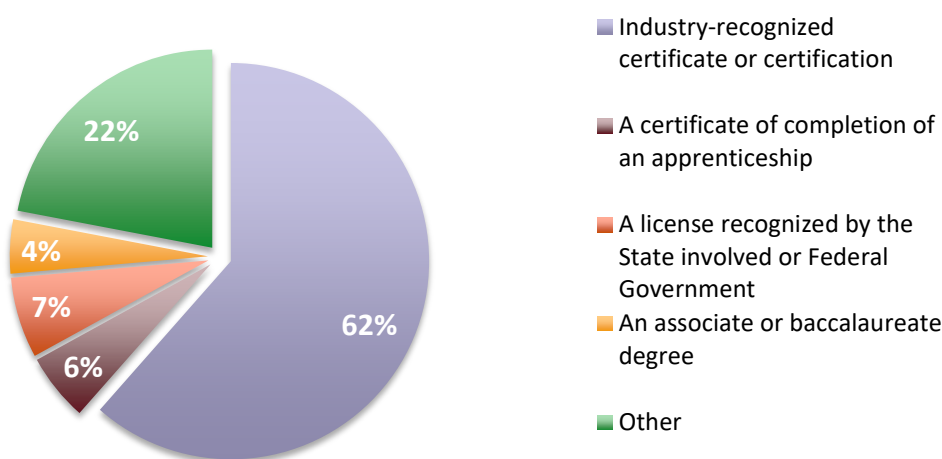
Health care occupations dominate IET program offerings. In fact, over half of all IET programs reported in the survey prepare students for the Certified Nursing Assistant (CNA) credential. Adult educators recognize that CNA training is relatively fast and accessible to people with intermediate reading skills or low math skills. In areas of the country where there are large Spanish-speaking population CNA programs are accessible to students with limited English but strong Spanish due to the demand for Spanish speaking CNAs in the long-term care industry. Educators also know that CNA is an industry-recognized credential validated by a third party and valued by employers. This ensures job durability and transferability. But while CNA jobs and other direct care positions are “foundational to providing high-quality services to the elderly and people with disabilities, they typically pay low wages, do not require much education and training, and experience high turnover.”<sup>5</sup>

Anson Green, Texas State Adult Education Director with the Texas Workforce Commission, emphasizes that CNA positions are not all low quality jobs. CNAs at the Veteran’s Administration hospital in San Antonio earn between \$18 and \$22 per hour. By comparison, in 2012 the average hourly wage for a worker with a high school diploma was \$15.78 compared to \$11.75 for a worker without a high school credential.<sup>6</sup> Green also notes that CNA wages appear low in labor market statistics, in part, because these jobs are categorized in the North American Industry Classification System under occupation code 3600, which also includes traditionally low-paying occupations such

as home health care aides, which do not require a CNA credential.<sup>7</sup> In some cases, major hospitals hire CNAs for orderly and other support positions, providing hospital benefits packages and high quality work environments which are otherwise unusual in entry-level work.

A number of initiatives are elevating the status of caregivers working in long-term care by building a pathway from CNA certification to Registered Apprenticeship. Minnesota’s Health Support Specialist (HSS) initiative provides working CNAs with on-site training and online college coursework in partnership with 40 sponsor sites.<sup>8</sup>

**Q29: Does the workforce training include the opportunity to earn a recognized postsecondary credential?**

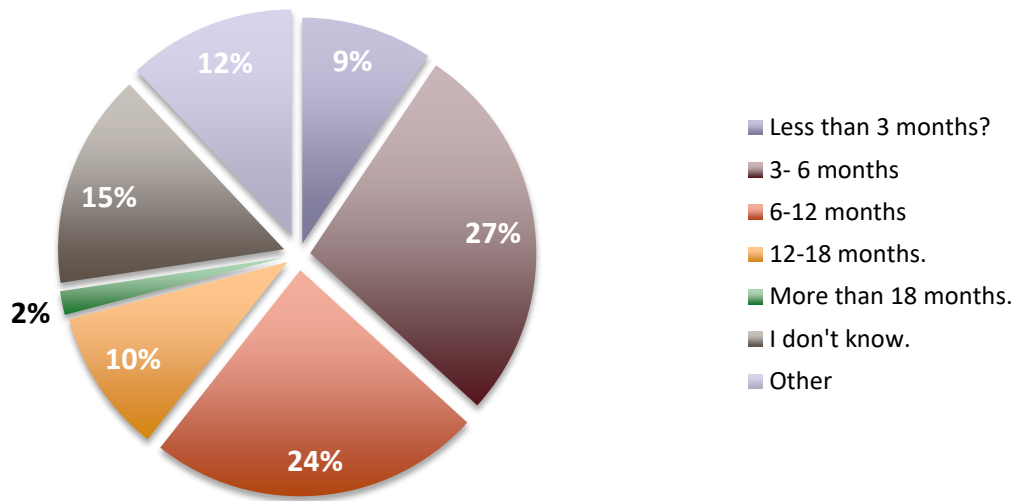


CNA programs *can* provide a first-step foundation for health care career pathways. However, to enable workers to progress, the programs must be intentionally and transparently aligned with subsequent credentials leading to higher-paid occupational opportunities. High-quality CNA IET programs offer college credits that are transferable, “transcriptable,”<sup>9</sup> and can be “stacked” as a component of the next level of health care credential.<sup>10</sup> That model is far more valuable than one that offers elective credit for prior learning or a community-based program that has no mechanism for stacking credits to lead to the next certification. In designing IET programs, adult educators should maximize low-skilled adults’ career opportunities in both the immediate and long terms.

In addition to health care, is it promising that, even at this early stage of implementation, adult educators are targeting industries in multiple high-demand areas. Fifty-six percent offer IET programs in in-demand industries as defined by local workforce development boards, while 17 percent get their industry information from community and technical colleges. Only 11 percent reported that they don’t know how their IET occupational training sector is selected. Program administrators need to ensure these connections are made.

According to the survey, IET program length varies widely. Much IET work is derived from Washington’s I-BEST model; that state’s “tipping point” research shows that real, lasting wage lifts correlate to a year of postsecondary education and an industry credential.<sup>11</sup> In survey results, just two percent of IET programs lasted 18 months or more, 24 percent lasted six to 12 months, and 27 percent lasted two to six months.

**Q22: How long does it take the typical student to complete your IET program?**



Program intensity should respond to a variety of populations, including adults who need faster attachment to full-time employment. However, policymakers should increase their focus on developing IET options based on the one-year tipping point and credential or programs that accelerate or intensify traditional yearlong certificates in a shorter period of time. This will promote participants’ economic prosperity and make programming more sustainable by leveraging federal financial aid, including Pell grants through the Ability to Benefit mechanism.<sup>12</sup>



## How much does it cost and who pays?

According to the survey, IET program costs vary widely by sector and credential earned. Adult educators should always *know* the cost of their IET workforce training component, how that cost can be met, and should understand how the cost of workforce training impacts the choices their participants make. Offering a variety of training options—from short-term industry-recognized credentials to institutional diplomas that embed in Associate of Arts degrees—serves the varying needs of low-skill adults who are trying to make ends meet while juggling work and family obligations.

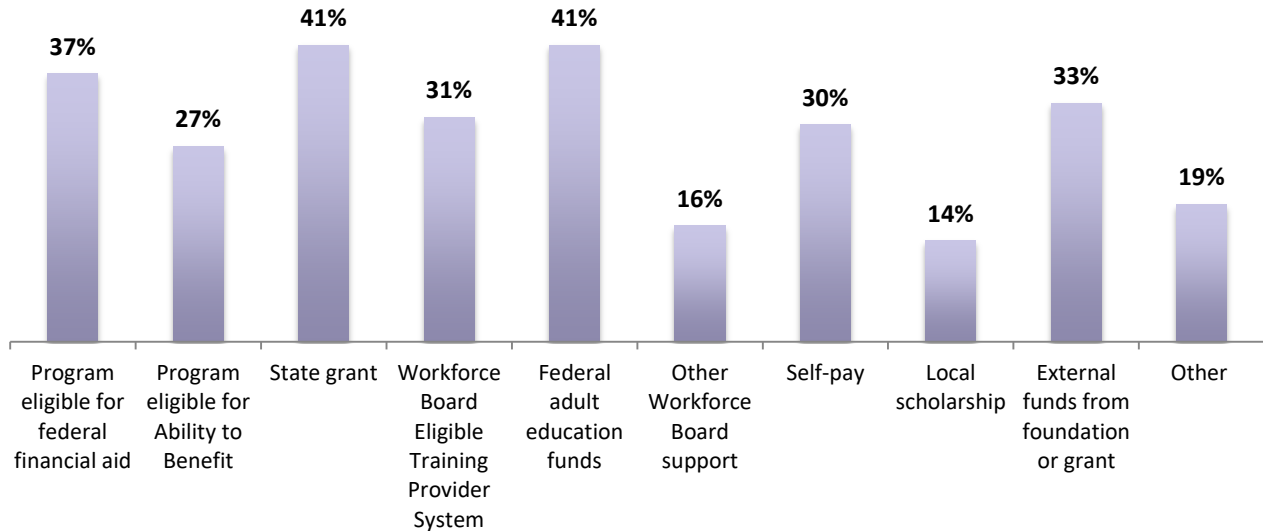
**Q28: For the local IET program you are submitting, what is the anticipated cost for a student to complete the following workforce training(s) with a certificate/certification/credential?**

ANSWER OPTIONS	DON'T KNOW	\$0-\$500	\$501-\$1,000	\$1,001-\$1,500	\$1,301-\$2,000	\$2,001-\$2,500	\$2,501-\$3,000	OVER \$3,000
BUILDING CONSTRUCTION OR MAINTENANCE	17%	6%	6%	22%	6%	17%	22%	6%
CDL DRIVER	27%	23%	5%	5%	14%	0%	5%	23%
CHILD CARE PROFESSIONAL/WORKER	33%	17%	8%	17%	8%	8%	8%	0%
CNA	28%	14%	21%	16%	12%	0%	2%	7%
EMT	11%	11%	22%	22%	11%	0%	11%	11%
ENTREPRENUERSHIP	29%	57%	0%	0%	0%	0%	14%	0%
HEALTHCARE WORKER NON-PATIENT SERVICES (OTHER)	29%	24%	6%	6%	12%	0%	6%	18%
HEATH RECORDS/BILLING AND CODING	36%	14%	7%	0%	14%	7%	7%	14%
HOSPITALITY	38%	19%	13%	6%	0%	6%	6%	13%
HVAC TECHNICIAN	21%	0%	14%	21%	7%	0%	14%	21%
IT SPECIALIST (HARDWARE/REPAIR)	11%	0%	33%	11%	22%	0%	22%	0%
IT SPECIALIST (SOFTWARE)	0%	25%	25%	0%	25%	13%	13%	0%
LOGISTICS TECHNICIAN	29%	14%	0%	14%	14%	14%	14%	0%
MACHINIST	33%	0%	11%	6%	17%	6%	22%	6%
MEDICAL ASSISTANT	19%	7%	11%	4%	7%	7%	15%	30%
OFFICE SPECIALIST (ACCOUNTING)	8%	8%	8%	31%	8%	0%	15%	23%
OFFICE SPECIALIST (GENERAL)	14%	14%	29%	4%	7%	11%	11%	11%
OIL AND GAS WORKER (OTHER)	25%	25%	0%	0%	25%	0%	25%	0%
PATIENT CARE (OTHER)	27%	7%	33%	7%	0%	0%	13%	13%
PHLEBOTOMIST	31%	23%	0%	23%	15%	0%	8%	0%
PIPEFITTING	0%	0%	0%	0%	0%	67%	33%	0%
RETAIL	38%	13%	25%	13%	0%	0%	13%	0%
SUPPLY CHAIN WORKER/MANAGER	0%	0%	0%	0%	0%	0%	0%	100%
WELDER	26%	3%	3%	16%	6%	13%	13%	19%
WORKPLACE (SITE-BASED) OCCUPATIONAL TRAINING	17%	17%	17%	17%	17%	0%	8%	8%

Practitioners identified 10 funding options for the workforce training component. State policymakers should help local programs access and understand these options for funding IET as well as provide guidance on building funding capacity. Surprisingly, 41 percent of respondents cover training costs using extremely limited WIOA title II: Adult Education and Family Literacy Act (AEFLA) funds, showing an early commitment from the field to support student success through these enhanced models but also limiting IET scale. IET programs *might* use only AEFLA funds—general program funds and/or section 243 funds for Integrated English Literacy and Civics Education—if the adult education program provides the workforce training. While AEFLA funds are dedicated to “academic instruction and education services below the postsecondary level,” much workforce training is properly categorized at this pre-college level even when a postsecondary credential is part of the training.

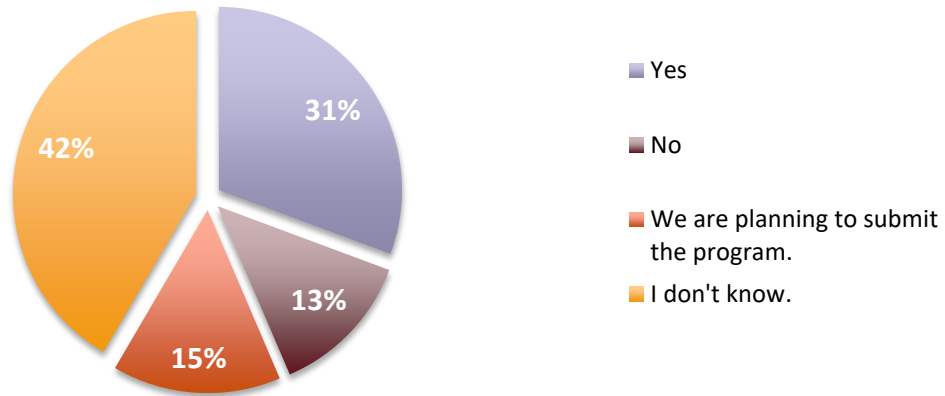
Forty-one percent of IET programs use state grant funds for the workforce training component, while 37 percent are designed to utilize federal financial aid. For credit-based postsecondary education programs, partners should leverage the Pell Grant Ability to Benefit option to cover higher education costs.<sup>13</sup>

**Q25: How will your AEL students pay for workforce training and related costs? (check all that apply)**



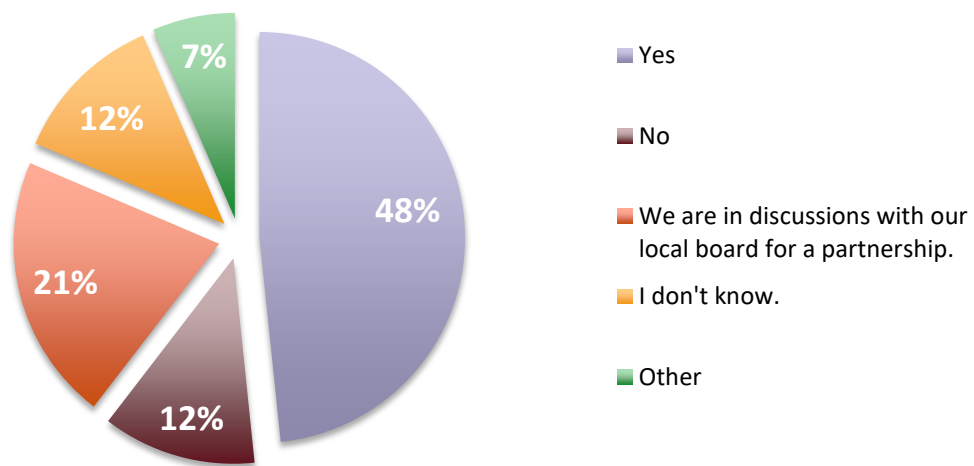
States are also leveraging workforce system funds. WIOA title I Adult and Dislocated worker funds can fund not only the workforce preparation and workforce training components but also adult education and literacy services when bundled in an IET model. For this to happen, the adult education IET programs that provide a “program of training services” must be included on a state’s Eligible Training Provider List (ETPL). The final WIOA regulation clearly describes how to include adult education programs on the ETPL.<sup>14</sup> Unfortunately, many practitioners are unaware of this key strategy. Forty-two percent of survey respondents do not know if their IET program is part of their state’s ETPL. There is still much to be done to align IET with the ETPL and to support IET programs by moving from one-off special funding sources to regular program funds.

**Q27: In order to leverage workforce training funds from the title I workforce system, providers must submit their IET program of study to the local eligible training provider list (ETPL). Is this IET program on the ETPL?**



Resources are critical to scale and sustainability. Over the past decade, special grants and philanthropic funds have supported the development of IET models; however, formula funds are now needed to bring this innovation to scale. Such investments should not be viewed as one program “raiding” another’s funds. Rather, IET models enable joint program models through which each partner brings resources and shares responsibility for outcomes.

**Q20: Is the IET program implemented in partnership with the local workforce development board(s)?**

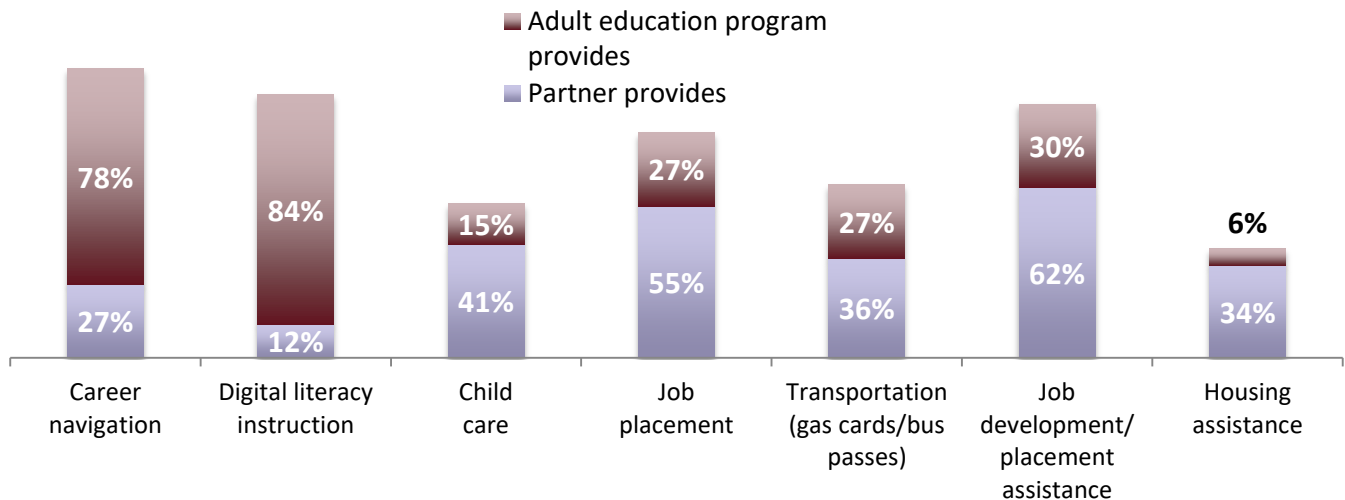


## What other services lead to success?

Experienced practitioners know that IET programs must address students’ non-academic needs in order to be part of a comprehensive career pathway. When asked which additional support services are provided to students, respondents identified career navigation as a critical strategy in the adult education system. Digital literacy is also strongly represented as a workforce preparation activity in IET programs.

Supports provided by partnering agencies include child care, transportation, and job development and placement assistance.

**Q23: Check what additional services (if any) that are provided to students by either the adult education program or a collaborating partner:**



## How is it reported?

IET takes place under many different funding streams. For programs using federal adult education funds, proposed guidelines ask states to record the subset of participants, across all levels, who are in IET programs on the National Report System (*Table 3: Participants by Program Type and Age*).<sup>15</sup> Further reporting on the subset of IET participants (*Table 11: Outcome Achievement for Adults in Integrated Education and Training Programs*) includes technical/occupational skills progress defined as completing “an exam that is required for a particular occupation or attained progress in technical or occupational skills as evidenced by trade-related benchmarks such as knowledge-based exams.” In *Table 5: Core Follow-up Outcome Achievement*, adult education providers will calculate the percentage of postsecondary credential attainment from the total number of participants who exited during the program year and who were co-enrolled in adult education and postsecondary programs, with exclusions for incarcerated individuals. Practitioners know that postsecondary credential attainment without adult education and workforce preparation produces limited results for adults with foundational skill needs. Adult educators should use IET when pursuing this performance outcome.



## How can I learn more?

**CLASP Judy Mortrude** | [jmortrude@clasp.org](mailto:jmortrude@clasp.org)

CLASP is a national nonprofit organization working at the federal, state, and local levels to develop practical yet visionary strategies for reducing poverty, promoting economic security, and addressing barriers faced by communities of color. As such, CLASP advocates for IET *programs* that support adults across the educational spectrum as well as IET *policies* that help practitioners and partnerships build a network of career pathway on-ramps.

As CLASP has documented, many adult education providers have learned the power of IET. Through a variety of partnerships, they've implemented this strategy in model programs, such as: Bridge Programs; Workplace Learning Programs; Pre-Apprenticeship Programs; Integrated English Literacy & Civics Education Programs; Corrections Education Programs; Postsecondary Education Programs; and Out-of-School Youth Programs.

## Manhattan Strategies Group for the U.S. Department of Education Office of Career and Technical Adult Education (OCTAE) Sue Liu | [sliu@manhattanstrategy.com](mailto:sliu@manhattanstrategy.com)

*Building Opportunities through Integrated English Literacy and Civics Education* (Building Opportunities) is a 3-year TA project funded by the Department of Education's Office of Career, Technical and Adult Education, and supported by the Manhattan Strategy Group.

With the new law and regulations comes challenges and opportunities on program design flexibilities to meet local/regional learner and industry needs. The primary purpose of *Building Opportunities* is to support states and Integrated English Literacy and Civics Education (IELCE) providers in their implementation of IELCE programs under Section 243 of WIOA and the Department of Education's WIOA regulations. *Building Opportunities* will also provide the building blocks to states and IELCE providers to encourage "connecting the dots" on compliant program implementation and good design principles, both of which are inherent in WIOA, and have the potential for innovative IELCE program design,

Implementation of IELCE programs will require new approaches to the integration of English language learning with civic participation and workforce training. Specifically, IELCE also has an "in combination with IET" requirement, which also allows flexibility in the design and implementation approach. The crucial factors that have tie-in to statute (and our technical assistance) include important factors for good program design: career pathways, use of both learner and industry data, building partnerships, and outreach and recruitment approaches.

Second Year Summer 2017- Summer 2018

- Ramp-up technical assistance: webinars, material/tool development, an online community of practice, and targeted coaching
- Launch efforts to gather insight on the IELCE landscape for bright spots/promising practices efforts

Third Year Summer 2018- Summer 2019

- Identify and document "bright spots"
- Develop and disseminate "bright spots" case studies and materials

For up-to-date information about the project, upcoming activities and identified federal policy resources, please visit us in LINCS on the Building Opportunities project page

## National College Transition Network **Ellen Hewett** | [ellen.hewett@worlded.org](mailto:ellen.hewett@worlded.org)

In 2016-2017, World Education's [National College Transition Network](#) (NCTN) offered a series of IET webinars to address practitioners' requests for support that moved beyond IET regulations and into models of programming. The series is organized around common queries from the field about IET in rural settings, IET in ESL programs, and contextualized variations of I-BEST. It draws on program expertise from 9 states and highlights industry sectors ranging from culinary arts and healthcare to boiler operation and entrepreneurship. The [archived webinars](#), with additional Q&A texts and shared curriculum resources, are freely available on the NCTN website.

World Education is developing additional resources to help programs draw lessons from the showcased models and use them to build or improve their own program designs. An online, printable guide will describe how each program developed services specific to the needs of the particular populations, labor market demand, partners, and resources at hand. In addition, [World Education's online learning](#) courses include several related to the implementation of IET programs.

## National Skills Coalition **Amanda Bergson-Shilcock** | [amandabs@nationalskillscoalition.org](mailto:amandabs@nationalskillscoalition.org)

[National Skills Coalition](#), a nonprofit coalition of adult educators, workforce development practitioners, and immigrant integration advocates, has recently released two relevant publications. They focus on state IET policies that go *beyond* federal requirements under WIOA.

The first is a [scan](#) of IET policy in all 50 states and the District of Columbia. In addition to broadly describing each state's policy, the scan links to specific policies or related materials, such as authorizing legislation or a Request for Proposals.

The second publication is an [IET policy toolkit](#). The toolkit describes the key components of a strong state IET policy and provides real examples. The toolkit also includes model legislation to draw from when creating legislation or administrative policies.

NSC has made these tools freely available to adult educators as part of a broader set of "Skills Equity" policy scans and toolkits. Additionally, NSC experts are available to discuss how advocates can use these tools to advance policies in their states.

## Penn State - Institute for the Study of Adult Literacy (ISAL) **Carol Clymer** | [cdc22@psu.edu](mailto:cdc22@psu.edu)

ISAL has produced an [IET Library](#) to help practitioners develop the basic skills curriculum for an IET program. *Developing Basic Skills Curriculum for an IET: A Guide for the Pathways to Employment Program* was created for a regional initiative of the Central Pennsylvania Workforce Development Corporation (CPWDC), the North Central Workforce Development Board (NCWDB), and the Southern Alleghenies Workforce Development Board (SAWDB) who are partnering with adult basic education agencies to provide IET opportunities across 21 counties in Pennsylvania. The initiative is funded through the U.S. Department of Labor's 2015 Sector Partnership National Dislocated Worker Grant program, and supported by the Pennsylvania Department of Labor and Industry.

The Guide was informed by preexisting curricula in manufacturing and healthcare developed by Pennsylvania College of Technology; and well-known IET-related programs, such I-BEST, Accelerate Texas. Recognizing that

there are many ways to design and structure IETs, the Guide does not advocate for one approach over the other. However, it does emphasize key characteristics that are outlined in the Workforce Innovation and Opportunity Act (WIOA) definition: *concurrent, integrated and contextualized instruction*. It also stresses the importance of determining if an IET is appropriate for the target population before developing it.

The Guide consists of six sections that help practitioners plan, design, and implement the basic skills component of an IET curriculum:

1. Introduction to IETs
2. Creating Basic Skills Lessons for an IET
3. Getting Ready to Offer the Basic Skills Component for the IET
4. Lesson Plan Overviews
5. Resources (additional tools and information for reference)
6. Tools (blank templates of tools)

Also included are resources and tools designed to help practitioners tailor the IET to the individual needs of their community and the requirements of the funding used to implement the IET. The Guide does not include information about developing the occupational skills curriculum for the IET, however, it does provide tools to support collaborative work between the basic skills and occupational instructors including the development of a single set of objectives for the IET.

## U.S. Department of Labor Employment and Training Administration (DOLETA) Division of Youth Services Sara Hastings | [Hastings.Sara@dol.gov](mailto:Hastings.Sara@dol.gov)

IET is critical in WIOA youth programming and fits in the broader context of career pathways. IET by itself is not a career pathway, but it is one of the ingredients needed to ensure the alignment of education and training with the skills needs in a regional economy. Additionally, career pathway programming that includes strong IET components needs to be organized to support the individual and mitigate barriers to success in education and employment.

### What's next?

IET is *the* educational innovation strategy for our adult education system. As every state and territory in the country begins the process of choosing adult education providers with WIOA title II funds, IET is a required proposal element. Some states, including the District of Columbia, plan to act boldly by requesting proposals that define all services within a spectrum of IET. Others states will merely mention IET strategies in a footnote, thus missing the opportunity to push providers to move beyond status-quo proposals. By promoting and incenting IET, state agencies can energize adult education and create on-ramps to career pathways for America's neediest adult students.

## Endnotes

- <sup>1</sup> Hendra, Richard; Greenberg, David; Hamilton Gayle; Oppenheim Ari; Pennington, Alexandra; Schaberg, Kelsey; Tessler Betsy, *Encouraging Evidence on a Sector-Focused Advancement Strategy*, MDRC, 2016. <http://www.mdrc.org/publication/encouraging-evidence-sector-focused-advancement-strategy>.
- <sup>2</sup> Judy Mortrude, *Defining On-Ramps to Adult Career Pathways*, Center for Law and Social Policy, 2016. <http://www.clasp.org/resources-and-publications/publication-1/Minnesota-Career-Pathways-On-Ramps.pdf>.
- <sup>3</sup> “Workforce Innovation and Opportunity Act,” Public Law 113-128, Section 3 (7), July 2014. <https://www.gpo.gov/fdsys/pkg/PLAW-113publ128/pdf/PLAW-113publ128.pdf>
- <sup>4</sup> “Workforce Innovation and Opportunity Act,” Public Law 113-128, Section 134, July 2014. <https://www.gpo.gov/fdsys/pkg/PLAW-113publ128/pdf/PLAW-113publ128.pdf>
- <sup>5</sup> Martha Ross, “A win-win: home health aide training program creates better care for patients, better jobs for workers,” Brookings, November 2015. <https://www.brookings.edu/blog/health360/2015/11/10/a-win-win-home-health-aide-training-program-creates-better-care-for-patients-better-jobs-for-workers/>.
- <sup>6</sup> Lawrence Mishel, Josh Bivens, Elise Gould, and Heidi Shierholz, *The State of Working America*, Economics Policy Institute, 2012. <http://stateofworkingamerica.org/subjects/wages/?reader>.
- <sup>7</sup> U.S. Census Bureau, “Census 2016 Occupation Index,” 2016, <https://www.census.gov/people/io/methodology/indexes.html>.
- <sup>8</sup> “What is HSS?,” Health Support Specialist Registered Apprenticeship Program. <http://www.healthsupportspecialist.org/about/>.
- <sup>9</sup> Credit that is “transcriptable” is recorded on an academic transcript.
- <sup>10</sup> Evelyn Ganzglass, *Scaling “Stackable Credentials” Implications for Implementation and Policy*, Center for Law and Social Policy, 2014. <http://www.clasp.org/resources-and-publications/files/2014-03-21-Stackable-Credentials-Paper-FINAL.pdf>.
- <sup>11</sup> David Prince and Davis Jenkins, *Building Pathways to Success for Low-Skill Adult Students: Lessons for Community College Policy and Practice from a Statewide Longitudinal Tracking Study*, Community College Research Center, April 2005. <http://67.205.94.182/publications/low-skill-adults-policy.html>
- <sup>12</sup> Lauren Walizer and Judy Mortrude, “Federal Guidance Explains How the Ability to benefit Provision Aligns with a Career Pathway,” Center for Law and Social Policy, May 2016. <http://www.clasp.org/issues/postsecondary/in-focus/federal-guidance-explains-how-the-ability-to-benefit-provision-aligns-with-a-career-pathway>.
- <sup>13</sup> Ibid.
- <sup>14</sup> WIOA Joint Rule for Unified and Combined State Plans, 20 CFR 677.230. <https://doleta.gov/wioa/Docs/wioa-regs-joint-final-rule.pdf>.
- <sup>15</sup> National Reporting System for Adult Education, *Adult Education and Family Literacy Act (AEFLA) Reporting Tables*, U.S. Department of Education, 2017.



## Appendix I

The following survey was administered to adult education providers across the country. Two hundred sixty-five people from 43 states took the survey.

Thanks to Fabiana Ramirez, Patricia Savino, and Anson Green of the Texas Workforce Commission for fielding this survey.

For more on the IET survey results contact Anson Green| [anson.green@twc.state.tx.us](mailto:anson.green@twc.state.tx.us)

### 2016 IET Models Survey

Q1: What state or territory do you reside in?

Q2: Program Name:

Q3: Name of person completing this form:

Q4: Email address:

Q5: Phone:

Q6: What is your institution type?

ANSWER OPTIONS	RESPONSE PERCENT	RESPONSE COUNT
LOCAL EDUCATIONAL AGENCY	42.9%	111
COMMUNITY-BASED ORGANIZATION OR FAITH-BASED ORGANIZATION	9.3%	24
INSTITUTION OF HIGHER EDUCATION	34.4%	89
PUBLIC OR PRIVATE NONPROFIT AGENCY	10.0%	26
LIBRARY	0.4%	1
PUBLIC HOUSING AUTHORITY	0.4%	1
NONPROFIT INSTITUTION	10.4%	27
EMPLOYER PARTNERSHIP	1.5%	4
OTHER	8.5%	22
ANSWERED QUESTION		259
SKIPPED QUESTION		6

Q7: How long has this IET been providing service to students?

ANSWER OPTIONS	RESPONSE PERCENT	RESPONSE COUNT
IT HAS NOT STARTED.	20.5%	48
LESS THAN 6 MONTHS	9.4%	22
6 MONTHS TO 1 YEAR	6.8%	16
1 TO 2 YEARS	10.3%	24
OLDER THAN 2 YEARS.	42.3%	99
I DON'T KNOW.	10.7%	25
ANSWERED QUESTION		234
SKIPPED QUESTION		31

Q8: Does the IET include the three required components of: 1) Adult Education and Literacy Activities 2) Workforce Preparation Activities 3) Workforce Training?

ANSWER OPTIONS	RESPONSE PERCENT	RESPONSE COUNT
YES	69.2%	137
NO	5.6%	11
ALMOST, WE ARE WORKING TO DEVELOP ALL THREE COMPONENTS TO COMPLY WITH THE AEFLA REGULATIONS.	17.7%	35
I'M NOT SURE.	5.1%	10
I DON'T KNOW.	2.5%	5
ANSWERED QUESTION		198
SKIPPED QUESTION		67

Q9: What Adult Education and Literacy Activities are provided?

ANSWER OPTIONS	RESPONSE PERCENT	RESPONSE COUNT
READING	85.5%	159
WRITING	82.8%	154
MATH	81.2%	151
HIGH SCHOOL EQUIVALENCY	75.8%	141
HIGH SCHOOL CREDIT RECOVERY	18.8%	35
ENGLISH LANGUAGE ACQUISITION	66.7%	124
OTHER (PLEASE SPECIFY)		34
ANSWERED QUESTION		186
SKIPPED QUESTION		79

Q10: Who delivers the Adult Education and Literacy services?

ANSWER OPTIONS	RESPONSE PERCENT	RESPONSE COUNT
LOCAL EDUCATION AGENCY	47.0%	85
COMMUNITY-BASED OR FAITH-BASED ORGANIZATION	8.3%	15
INSTITUTION OF HIGHER EDUCATION	37.6%	68
PUBLIC OR PRIVATE NONPROFIT AGENCY	13.3%	24
LIBRARY	1.1%	2
NONPROFIT INSTITUTION	9.4%	17
EMPLOYER PARTNERSHIP	3.9%	7
OTHER (PLEASE SPECIFY)		14
<b>ANSWERED QUESTION</b>		181
<b>SKIPPED QUESTION</b>		84

Q11: Is the Adult Education and Literacy contextualized?

ANSWER OPTIONS	RESPONSE PERCENT	RESPONSE COUNT
YES	74.9%	140
NO	2.1%	4
I DON'T KNOW.	9.1%	17
SOME, BUT NOT ALL (PLEASE SPECIFY)	13.9%	26
<b>ANSWERED QUESTION</b>		187
<b>SKIPPED QUESTION</b>		78

Q12: Which type of workforce preparation activities are included in the IET program? Select all that apply.

ANSWER OPTIONS	RESPONSE PERCENT	RESPONSE COUNT
CROSS DISCIPLINARY SKILLS (FOR EXAMPLE RESEARCH, INQUIRY, REASONING, PROBLEM SOLVING, ETHICS)	55.1%	98
BASIC ACADEMIC SKILLS	88.8%	158
CRITICAL THINKING	79.8%	142
CAREER ADVISING	78.7%	140
DIGITAL LITERACY	77.5%	138
CAREER KNOWLEDGE	84.3%	150
TIME MANAGEMENT SKILLS	71.9%	128
SELF MANAGEMENT SKILLS	67.4%	120
TEAMWORK SKILLS	69.1%	123
CULTURAL UNDERSTANDING	44.9%	80
CIVICS LEARNING	54.5%	97
LEARNING STYLES	50.0%	89
STUDY SKILLS	69.7%	124
TEST TAKING SKILLS	69.1%	123
JOB SEARCH	78.1%	139
JOB INTERVIEWING	77.0%	137
RESUME WRITING	84.3%	150
OTHER (PLEASE SPECIFY)	12.4%	22
ANSWERED QUESTION		178
SKIPPED QUESTION		87



Q13: What type of organization(s) provides the Workforce Preparation Activities? (List all that apply.)

ANSWER OPTIONS	RESPONSE PERCENT	RESPONSE COUNT
LOCAL EDUCATIONAL AGENCY	43.8%	77
COMMUNITY-BASED OR FAITH-BASED ORGANIZATION	12.5%	22
INSTITUTION OF HIGHER EDUCATION	50.0%	88
PUBLIC OR PRIVATE NONPROFIT AGENCY	18.2%	32
LIBRARY	5.1%	9
PUBLIC HOUSING AUTHORITY	2.3%	4
NONPROFIT INSTITUTION	13.1%	23
EMPLOYER PARTNERSHIP	23.3%	41
OTHER (PLEASE SPECIFY)	1.7%	3
WORKFORCE ONE-STOP OPERATOR	26.1%	46
OTHER (PLEASE SPECIFY)		10
ANSWERED QUESTION		176
SKIPPED QUESTION		89

Q14: What type of organization provides workforce training? If your organization provides the training, select the organizational type.

ANSWER OPTIONS	RESPONSE PERCENT	RESPONSE COUNT
INDEPENDENT OR CONSOLIDATED LOCAL SCHOOL DISTRICT	12.5%	21
COMMUNITY OR TECHNICAL COLLEGE	39.3%	66
OTHER PUBLIC LOCAL EDUCATION AGENCY	1.2%	2
OTHER TYPE OF INSTITUTION OF HIGHER EDUCATION	3.0%	5
NONPROFIT ORGANIZATION	8.9%	15
COMMUNITY-BASED ORGANIZATION OR FAITH-BASED ORGANIZATION	3.0%	5
ON-THE-JOB, INCUMBENT WORKER, WORKPLACE LITERACY TRAINING PROVIDED BY EMPLOYER	2.4%	4
TRAINING PROGRAMS OPERATED BY THE PRIVATE SECTOR	1.8%	3
LOCAL WORKFORCE ONE-STOP CONTRACTOR	13.7%	23
OTHER	14.3%	24
ANSWERED QUESTION		168
SKIPPED QUESTION		97

Q15: Within the overall scope of the program describe how the IET is delivered with sufficient intensity, quality, and research- based practice?

(Narrative response)

Q16: Within the overall scope of the program describe how the IET provides the adult education and literacy activities, workforce preparation activities, and workforce training simultaneously?

(Narrative response)

Q17: Within the overall scope of the program describe how the IET uses occupationally relevant instructional materials?

(Narrative response)

Q18: Describe how the IET provides services for the purpose of educational and career advancement including: 1) Alignment with the State's content standards for adult education and 2) How it is part of a career pathway.

(Narrative response)

Q19: For which occupation does your IET prepare students for employment?

ANSWER OPTIONS	RESPONSE PERCENT	RESPONSE COUNT
BUILDING CONSTRUCTION OR MAINTENANCE	23.5%	24
CDL DRIVER	24.5%	25
CHILD CARE PROFESSIONAL/WORKER	14.7%	15
CNA	51.0%	52
EMT	9.8%	10
ENTREPRENUERSHIP	10.8%	11
HEALTHCARE WORKER NON-PATIENT SERVICES (OTHER)	18.6%	19
HEATH RECORDS/BILLING AND CODING	15.7%	16
HOSPITALITY	21.6%	22
HVAC TECHNICIAN	15.7%	16
IT SPECIALIST (HARDWARE/REPAIR)	10.8%	11
IT SPECIALIST (SOFTWARE)	9.8%	10
LOGISTICS TECHNICIAN	7.8%	8
MACHINIST	20.6%	21
MEDICAL ASSISTANT	30.4%	31
OFFICE SPECIALIST (ACCOUNTING)	15.7%	16
OFFICE SPECIALIST (GENERAL)	31.4%	32
OIL AND GAS WORKER (OTHER)	3.9%	4
PATIENT CARE (OTHER)	19.6%	20
PHLEBOTOMIST	17.6%	18
PIPEFITTING	2.9%	3
RETAIL	10.8%	11
SUPPLY CHAIN WORKER/MANAGER	1.0%	1
WELDER	33.3%	34
WORKPLACE (SITE-BASED) OCCUPATIONAL TRAINING	15.7%	16
OTHER (PLEASE SPECIFY)		44
ANSWERED QUESTION		102
SKIPPED QUESTION		163

Q20: Is the IET implemented in partnership with the local workforce development board(s)?

ANSWER OPTIONS	RESPONSE PERCENT	RESPONSE COUNT
YES	48.4%	60
NO	12.1%	15
WE ARE IN DISCUSSIONS WITH OUR LOCAL BOARD FOR A PARTNERSHIP.	21.0%	26
I DON'T KNOW.	12.1%	15
OTHER	6.5%	8
ANSWERED QUESTION		124
SKIPPED QUESTION		141

Q21: Is the IET aligned to support the occupational needs of the local, state or regional economy?

ANSWER OPTIONS	RESPONSE PERCENT	RESPONSE COUNT
YES, AS DEFINED BY OUR LOCAL WORKFORCE DEVELOPMENT BOARD.	55.8%	67
YES, AS DEFINED BY OUR COMMUNITY OR TECHNICAL COLLEGE.	16.7%	20
YES, I'M NOT SURE WHO DETERMINED THIS.	5.0%	6
NO	1.7%	2
I DON'T KNOW.	10.8%	13
OTHER (PLEASE SPECIFY)	10.0%	12
ANSWERED QUESTION		120
SKIPPED QUESTION		145

Q22: For the local IET program you are submitting, how long does it take the typical student to complete the IET program?

ANSWER OPTIONS	RESPONSE PERCENT	RESPONSE COUNT
LESS THAN 3 MONTHS?	9.4%	11
3- 6 MONTHS.	27.4%	32
6-12 MONTHS.	23.9%	28
12-18 MONTHS.	10.3%	12
MORE THAN 18 MONTHS.	1.7%	2
I DON'T KNOW.	15.4%	18
OTHER	12.0%	14
ANSWERED QUESTION		117
SKIPPED QUESTION		148



Q23: Check what additional services (if any) that are provided to students by either the adult education program or a collaborating partner:

ANSWER OPTIONS	ADULT EDUCATION PROGRAM PROVIDES	PARTNER PROVIDES	RESPONSE COUNT
CAREER NAVIGATION	78%	27%	107
DIGITAL LITERACY INSTRUCTION	84%	12%	97
CHILD CARE	15%	41%	62
JOB PLACEMENT	27%	55%	85
TRANSPORTATION (GAS CARDS/BUS PASSES)	27%	36%	65
JOB DEVELOPMENT/PLACEMENT ASSISTANCE	30%	62%	92
HOUSING ASSISTANCE	6%	34%	44
ANSWERED QUESTION			116
SKIPPED QUESTION			149

Q24: Is there a distance learning (DL) component associated with the IET?

ANSWER OPTIONS	RESPONSE PERCENT	RESPONSE COUNT
YES.	33.6%	39
NO.	35.3%	41
I DON'T KNOW.	12.1%	14
MAYBE (PLEASE EXPLAIN):	19.0%	22
ANSWERED QUESTION		116
SKIPPED QUESTION		149

Q25: For the local IET program you are submitting, how will AEL students pay for workforce training and related costs? (check all that apply)

ANSWER OPTIONS	RESPONSE PERCENT	RESPONSE COUNT
PROGRAM ELIGIBLE FOR FEDERAL FINANCIAL AID	37.4%	37
PROGRAM ELIGIBLE FOR ABILITY TO BENEFIT	27.3%	27
STATE GRANT	41.4%	41
WORKFORCE BOARD ELIGIBLE TRAINING PROVIDER SYSTEM	31.3%	31
FEDERAL ADULT EDUCATION FUNDS	41.4%	41
OTHER WORKFORCE BOARD SUPPORT	16.2%	16
SELF-PAY	30.3%	30
LOCAL SCHOLARSHIP	14.1%	14
EXTERNAL FUNDS FROM FOUNDATION OR GRANT	33.3%	33
OTHER	19.2%	19
<b>ANSWERED QUESTION</b>		99
<b>SKIPPED QUESTION</b>		166

Q26: If federal adult education funds will be used for workforce training, select one or more of the following, as applicable:

ANSWER OPTIONS	RESPONSE PERCENT	RESPONSE COUNT
FEDERAL ADULT EDUCATION FUNDS WILL PAY ALL THE COSTS OF TRAINING.	32.7%	18
FEDERAL ADULT EDUCATION FUNDS WILL PAY A PORTION OF THE COSTS.	50.9%	28
FEDERAL ADULT EDUCATION FUNDS WILL PAY COSTS THAT OTHER ENTITIES WILL NOT PAY.	21.8%	12
<b>ANSWERED QUESTION</b>		55
<b>SKIPPED QUESTION</b>		210

Q27: In order to leverage workforce training funds from the Title 1 workforce system, providers must submit their IET program of study to the local eligible training provider list (ETPL). Is this IET program on the ETPL?

ANSWER OPTIONS	RESPONSE PERCENT	RESPONSE COUNT
YES	30.7%	31
NO	12.9%	13
WE ARE PLANNING TO SUBMIT THE PROGRAM.	14.9%	15
I DON'T KNOW.	41.6%	42
ANSWERED QUESTION		101
SKIPPED QUESTION		164

Q28: For the local IET program you are submitting, what is the anticipated cost for a student to complete the following workforce training(s) with a certificate/certification/credential?

ANSWER OPTIONS	DON'T KNOW	\$0-\$500	\$501-\$1,000	\$1,001-\$1,500	\$1,301-\$2,000	\$2,001-\$2,500	\$2,501-\$3,000	OVER \$3,000
BUILDING CONSTRUCTION OR MAINTENANCE	17%	6%	6%	22%	6%	17%	22%	6%
CDL DRIVER	27%	23%	5%	5%	14%	0%	5%	23%
CHILD CARE PROFESSIONAL/WORKER	33%	17%	8%	17%	8%	8%	8%	0%
CNA	28%	14%	21%	16%	12%	0%	2%	7%
EMT	11%	11%	22%	22%	11%	0%	11%	11%
ENTREPRENUERSHIP	29%	57%	0%	0%	0%	0%	14%	0%
HEALTHCARE WORKER NON-PATIENT SERVICES (OTHER)	29%	24%	6%	6%	12%	0%	6%	18%
HEATH RECORDS/BILLING AND CODING	36%	14%	7%	0%	14%	7%	7%	14%
HOSPITALITY	38%	19%	13%	6%	0%	6%	6%	13%
HVAC TECHNICIAN	21%	0%	14%	21%	7%	0%	14%	21%
IT SPECIALIST (HARDWARE/REPAIR)	11%	0%	33%	11%	22%	0%	22%	0%
IT SPECIALIST (SOFTWARE)	0%	25%	25%	0%	25%	13%	13%	0%
LOGISTICS TECHNICIAN	29%	14%	0%	14%	14%	14%	14%	0%
MACHINIST	33%	0%	11%	6%	17%	6%	22%	6%
MEDICAL ASSISTANT	19%	7%	11%	4%	7%	7%	15%	30%
OFFICE SPECIALIST (ACCOUNTING)	8%	8%	8%	31%	8%	0%	15%	23%
OFFICE SPECIALIST (GENERAL)	14%	14%	29%	4%	7%	11%	11%	11%
OIL AND GAS WORKER (OTHER)	25%	25%	0%	0%	25%	0%	25%	0%
PATIENT CARE (OTHER)	27%	7%	33%	7%	0%	0%	13%	13%
PHLEBOTOMIST	31%	23%	0%	23%	15%	0%	8%	0%
PIPEFITTING	0%	0%	0%	0%	0%	67%	33%	0%
RETAIL	38%	13%	25%	13%	0%	0%	13%	0%
SUPPLY CHAIN WORKER/MANAGER	0%	0%	0%	0%	0%	0%	0%	100%
WELDER	26%	3%	3%	16%	6%	13%	13%	19%
WORKPLACE (SITE-BASED) OCCUPATIONAL TRAINING	17%	17%	17%	17%	17%	0%	8%	8%

Q29: Does the workforce training include the opportunity to earn a recognized postsecondary credential?

ANSWER OPTIONS	RESPONSE PERCENT	RESPONSE COUNT
INDUSTRY-RECOGNIZED CERTIFICATE OR CERTIFICATION	61.5%	56
A CERTIFICATE OF COMPLETION OF AN APPRENTICESHIP	5.5%	5
A LICENSE RECOGNIZED BY THE STATE INVOLVED OR FEDERAL GOVERNMENT	6.6%	6
AN ASSOCIATE OR BACCALAUREATE DEGREE	4.4%	4
OTHER	22.0%	20
ANSWERED QUESTION		91
SKIPPED QUESTION		174

Q30: Is this IET also offered as part of an Integrated English Literacy and Civics Education program?

ANSWER OPTIONS	RESPONSE PERCENT	RESPONSE COUNT
YES	32.4%	34
NO	28.6%	30
NOT YET, BUT WE ARE PLANNING TO CREATE THAT OPTION.	32.4%	34
I DON'T KNOW.	6.7%	7
ANSWERED QUESTION		105
SKIPPED QUESTION		160

Q31: Describe how the IEL/CE program prepares students for, and places them in, unsubsidized employment in in-demand industries and occupations that lead to economic self-sufficiency.

(Narrative response)