

Integrated Education & Training (IET)

Building Career Pathways for Participants at Every Skill Level

Why IET?

Adult education has always been about adults having the skills they need to survive, thrive, and strive in their families, communities, and jobs. Over the past 50 years, the threshold of skill needed for self-sufficiency has moved from an 8th grade functioning level, to a high school diploma, to a postsecondary credential. Adult educators responded to this need, creating inventive programming built upon the core principles of adult learning theory.

Building on the early work in Vocational English as a Second Language (VESL) and workplace learning, adult educators have been innovating with concurrent foundational skill building within occupational contexts – building reading, writing, math skills within career technical education coursework. In 2010, the US Department of Education provided IET guidance.

What's IET?

This guidance promoted IET strategies within a wide variety of adult education programming: bridge programs; incumbent worker programs; pre-apprenticeships; integrated English literacy & civics programs; corrections education programs; out-of-school youth programs; postsecondary career and technical education programs; and more.

Then the Workforce Innovation and Opportunity Act of 2014 and subsequent regulation codified the definition of IET as a three-part strategy that balances attention to adult education & literacy, workforce preparation, and workforce training. These three components must be proportionally balanced and have an integrated set of outcomes – in other words, an IET program is intentionally designed and delivered.

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."

(34 CFR §463.35).

Adult Education & Literacy

"...programs, activities, and services that include: (a) adult education, (b) literacy, (c) workplace adult education and literacy activities, (d) family literacy activities, (e) English language acquisition activities, (f) integrated English literacy and civics education, (g) workforce preparation activities, or (h) integrated education and training" (34 CFR §463.30).

Workforce Preparation

"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: (a) utilizing resources; (b) using information; (c) working with others; (d) understanding systems; (e) skills necessary for successful transition into and completion of postsecondary education or training, or employment; and (f) other employability skills..." (34 CFR §463.34).

Workforce Training

"may include

- (i) occupational skill training...;
- (ii) on-the-job training;
- (iii) incumbent worker training...;
- (iv) programs that combine workplace training with related instruction...;
- (v) training programs operated by the private sector;
- (vi) skill upgrading and retraining; (vii) entrepreneurial training;
- (viii) transitional jobs...;
- (ix) job readiness training provided in combination with services...(i) through (viii);
- (x) adult education and literacy activities, including activities of English language acquisition and integrated education and training programs, provided concurrently or in combination with services described in any of clauses (i) through (vii); and
- (xi) customized training conducted with a commitment by an employer or group of employers to employ an individual upon successful completion of the training."

(WIOA Section 134(c) (3) (D), P.L. 113-128)

Bridge Programs

Connecting foundational skill building with occupational credentialing

Commercial Driver's License (CDL) Transportation & Logistics

Participants achieve a state-issued commercial driver's license permit with multiple endorsements, readying the individual for immediate employment with bus companies or local delivery services and/or for further training for over-the-road heavy load trucking.

Adult Education & Literacy

- English language learning and/or high school equivalency preparation using state CDL preparation handbook
- math/reading/writing focused on use in the transportation and logistics field

Workforce Preparation

- Digital literacy
- employability skills
- communication skills
- interviewing and resume writing

Workforce Training

- Commercial Driver's License Class A permit with endorsements
- use of state licensing materials for study
- support through completion of license and endorsement
- transition to employment and/or behind the wheel training

Incumbent Worker Programs

Employer sponsored education & training

Production Technician at GNP Industries

Employees earn a Production Technician Certificate from Saint Cloud Community & Technical College while continuing to build foundational language and employability skills. GNP Industries builds an internal talent pipeline from frontline workers while employees get promotional opportunities with significant responsibility and pay increases.

Adult Education & Literacy

- Study skills
- College course material pre-teaching and review
- English language learning and/or high school equivalency preparation as needed
- just in time skill building

Workforce Preparation

- Communication skills
- Teamwork
- Digital literacy including strategies for effective online learning

Workforce Training

16 credit Production Technologies Certificate includes 8 online courses covering these topics:

- Technical mathematics
- Introductory computer skills
- Print interpretation
- Manufacturing processes
- Quality control
- Maintenance
- Safety
- Career Success Skills

Pre-Apprenticeship Programs

Earn and learn programs build technical and foundational skills

Language & Math Skills for Roofers & Waterproofers

In a partnership between East Los Angeles Community College and a Cal Apprenticeship program, apprentices build English language and math skills. Benefits to the employer include apprentice recruitment and retention. Participants report increased job satisfaction.

Adult Education & Literacy

- English reading, writing, and speaking – “applicants must be able to read and speak English with the first 12 months of training in order to comprehend instructions given on the job and in related training classes to insure personal and co-worker safety on the job.”
- Math for trades, focused on construction field

Workforce Preparation

- Communication skills at work
- Working in teams for safety and efficiency
- Digital literacy for employee processes including payroll, benefits, instructions

Workforce Training

- Apprenticeship standards to apply a variety of materials including hot and cold build-up roofing and/or waterproofing, asphalt, shingles, tile and single ply roofing materials including EPDM, PVC, Hypalon and modified bitumen
- Occupational skills using field resources, processes, and procedures
- Jointly sponsored by employers and the roofers union

Integrated English Literacy & Civics Programs *Combine ELL, civic, and occupational skills*

Hospitality Careers Pathway

“When newly-arrived clients walk into the Institute, men are more likely to arrive with an education and work history than women. The women arriving are no less capable, but they arrive having experienced diminished access to educational and employment opportunities. The Hospitality Careers Pathway helps these previously under-served New American women build a career in which they can advance to earn a sustainable living.”

Adult Education & Literacy

- New arrivals learn English language skills within hospitality industry – focus on listening & speaking and using forms for recording information
- Rights and responsibilities for life in the US, prepare for citizenship exam
- Program includes 100-hour entry level course, 3-week supervisory course for incumbent workers, and a bridge/support course for postsecondary hospitality management certification

Workforce Preparation

- Worker rights and responsibilities in the US
- Understanding systems
- Digital literacy
- Using information
- Working with others
- Transition skills

Workforce Training

- Customized training conducted with commitment by a group of employers to hire qualified program completers
- Combined workplace training and related instruction
- Incumbent worker supervisory training
- Skill upgrading

Corrections Education Programs *Targeted strategy for re-entry populations*

M-POWERED PRECISION MANUFACTURING PROGRAM

M-Powered offers a career pathway to prepare workers for CNC Technician and Precision Metalforming Technician.

A partnership of manufacturers supports M-Powered. Courses are offered in-person and on-line.

An M-Powered program partnered with Stillwater Correctional Facility to target services to incarcerated individuals and support them into re-entry employment and continued education.

Adult Education & Literacy

- Foundational skill building
- Math and advanced math

Workforce Preparation

- Critical thinking
- Self-management
- Communication
- Digital literacy

Workforce Training

- 18 credits across five courses: Manufacturing Fundamentals I & II; Turning Technology I; Introduction to CNC: CHC Set-up & Operations
- Industry credentials are integrated into the curriculum providing individuals with the opportunity to earn one or more industry specific credentials. National Institute of Metalworking Skills (NIMS), American Quality Society (ASQ), ICP Certification

Community College Programs

Just in time skill building with career & technical education courses

COMPUTER SUPPORT TECHNICIAN

Kentucky's Work Ready KY scholarship initiative has more than 80 programs in high-demand industries. Participants can earn up to 32 credits hours tuition free, including this 16-credit program with 2 in-person and 3 online courses.

Adult Education & Literacy

- College and career readiness standards for adult education
- GED completion in partnership with Accelerating Opportunities Kentucky (AOKY)

Workforce Preparation

- Digital literacy
- Employability skills

Workforce Training

- Productivity Software
- Computer Hardware and Software
- Help Desk Operations
- Advanced Productivity Software
- Advanced Data Organization Software

Out-of-School Youth Programs

Targeted re-engagement strategy for 18-24 years olds

EMS ACADEMY

"The Saint Paul Emergency Medical Services (EMS) Academy is an intensive, tuition-free emergency medical technician (EMT) certification and firefighter awareness program designed for low-income, minority, and women residents of Saint Paul between the ages of 18-30 (in the summer, the age range is 18-24).

Participants earn an hourly wage during the training. Recruitment is targeted to youth of diverse ethnicity, linguistic ability, and cultural experience, with the goal of building an EMS workforce reflective of Saint Paul's communities."

Adult Education & Literacy

- English language learning
- High school completion
- College study skills

Workforce Preparation

- Job competency training
- Communication skills – oral and written
- Team work
- Understanding systems

Workforce Training

- National Emergency Medicine Technician certification
- Hands on training
- CPR certification
- Nine elective college credits

IET STANDARDS

To ensure quality, each component is based on established standards.

To design a single set of learning outcomes, practitioners will identify needed skills within each component and create an integrated syllabus.

See [Writing Quality Integrated Learning Outcomes](#) from Washington State's I-BEST Program.

Adult Education & Literacy Sample Standards

- [College and Career Readiness Standards for Adult Education \(CCRS\)](#) or your state's adult education standards

Workforce Preparation Sample Standards

- [Employability Skills Framework](#)
- [Northstar Digital Literacy](#)
- [Academic, Career, & Employability Skills](#)
- [New World of Work](#)

Workforce Training Sample Standards

- Career and technical education course objectives
- Industry credentials
- Registered apprenticeship standards
- Occupational credentialing or licensing standards
- Employer defined standards



Funding IET

Over the past decade, special grants and philanthropic funds have supported the development of IET models, but to bring this innovation to scale, formula funds now need to be directed toward this strategy. Such investments do not constitute one program “raiding” another program's funds. Rather, IET enables joint program models through which each partner brings resources and shares a responsibility for outcomes.

- WIOA title II-AEFLA funds, both general program funds and dedicated section 243 funds for Integrated English Literacy and Civics Education, can pay for IET when the adult education program provides the workforce training. Note: title II-AEFLA funds are required to support education below the postsecondary education functioning level, and much workforce training is properly categorized at this pre-college level, even as a recognized postsecondary credential is the educational outcome.

WIOA title I adult and dislocated worker funds can also pay for IET, not only workforce preparation and workforce training but also the adult education and literacy services when offered in an IET model (20 CFR §680.350). For this to happen, the adult education IET programs that provide a “program of training services” (20 CFR §680.420) need to be included on the Eligible Training Provider list (ETPL) (20 CFR §680.410) and the final rule clearly describes how to include title II programs on the ETPL. For Postsecondary Education Programs, partners should leverage the Pell Grant **Ability to Benefit** option to cover the higher education costs.

Reporting IET

For each program type under WIOA title II (Adult Basic Education, Adult Secondary Education, English Language Acquisition, and Integrated English Literacy and Civics Education), states will report the subset of participants in IET programs on Table 3 of the **National Reporting System** (NRS).

For performance accountability, WIOA title II providers will calculate the percentage of postsecondary credential attainment from the total number of participants who were co-enrolled in adult education and postsecondary programs, with exclusions for incarcerated individuals (NRS Table 5).

Promoting IET

State Agencies

- **Build IET + Support Services = IET+S.**
IET is a powerful model for accelerating foundational skill building and occupational skill acquisition, but IET alone won't meet the requirement to promote “educational and career advancement.” To do that, the adult education component of IET must be aligned with a State's content standards for adult education *and* the **IET program needs to be part of a career pathway** (34 CFR § 463.38). Career pathway development goes beyond classroom innovations to include robust participant support services. By adding to the IET critical workforce development activities from title I, including support services and career counseling, navigation, placement and retention services, programs can ensure the education and training will have local labor market value and that participants will get the non-academic supports they need to succeed.

- **Write IET+S into local plan review and state wide competitive awarding of title II funds.**

Title II – AEFLA agencies’ competitive awarding of funds to local providers is an opportune time to encourage IET. By defining IET+S as a service strategy and promoting the investment of title I funds to provide the “S” component of the program, state agencies can help local programs meet the requirement for alignment between title I local workforce development board plans and the title II-AEFLA local plans. Having a joint service model will promote authentic partnership between these local actors.

- **Get adult education programs on the ETPL.**

For title I adult and dislocated worker funds to support IET, adult education programs need to be listed on the state’s Eligible Training Provider List. To be on the list, a provider must offer a “program of services” which can include a high school diploma or equivalency, measurable skill gains toward a credential or employment as well as credentials, registered apprenticeships, licenses, or academic awards (20 CFR §680.420). State agencies need to coordinate this effort so that local joint investments can be made.

- **Define co-enrollment program policy.**

To make IET+S a regular way of doing business, states need to define co-enrollment policies between title I adult, dislocated, youth, title II AEFLA and title IV Vocational Rehabilitation Services, actively promote co-enrollment, and set specific co-enrollment targets for high-need populations.

Local Providers

- **Keep Innovating!**

WIOA regulations are calling out some of the best practice models that creative practitioners have been building through competitive and philanthropic funding over the past decade. IET may have its roots in Washington’s I-BEST model, but a spectrum of IET programming exists across the country: TXBest, AOKY, LaGuardia College, California Advancement Academies. More IET programs need to be designed for people who are not ready for postsecondary education but who can benefit from workforce training paired with adult literacy and workforce preparation.

- **Diversify funding streams.**

IET+S is a resource-intensive model. From collaborative planning time to support services to credentialing fees, IET+S will cost more than standard high school equivalency or English language acquisition programs. Local program administrators must use a **diversified funding strategy**, to maximize flexibility in funding use and to leverage public funds with private investment. Employers can be investors in IET+S and philanthropic funders can leverage their investments with IET+S models.

Advocates

- **Build awareness and promote a learning community of practitioners.**

One example is the **Pathways to Careers Networks** supported by **Women Employed** and the **Chicago Jobs Council**, which has developed capacity among Illinois' adult education and community based job trainers by building awareness, facilitating connections, identifying shared resources, and advancing a policy agenda.

Philanthropy

Private funders have played a key part in developing the career pathway model now articulated in WIOA legislation and regulation. But the work isn't done yet. More co-investment with public system partners is needed to incentivize the start-up of these often-complex partnerships.

Contact me

Judy Mortrude, Center for Law and Social Policy

JMortrude@clasp.org

Find more IET resources at www.clasp.org

- **IET Fact Sheet** (an online version of this document)
<https://www.clasp.org/publications/fact-sheet/integrated-education-and-training-model-programs-building-career-pathways>
- **IET Survey Report**
<https://www.clasp.org/publications/report/brief/integrated-education-and-training-career-pathways-policy-practice>
- **IET Webinar**
<https://www.clasp.org/publications/presentation/webinar/webinar-integrated-education-and-training-practice-policy>