

Integrated Education and Training: Model Programs for Building Career Pathways for Participants at Every Skill Level

CLASP's [*Opportunities for Action*](#) is a series of short memos with recommendations for state and local areas to fully realize the options in the Workforce Innovation and Opportunity Act (WIOA) to help low-income and lower-skilled youth and adults achieve economic success.

The final Workforce Innovation and Opportunity Act regulations released in July 2016 provide both assurance and incentives for adult education, workforce development, and postsecondary education partners to design and implement a key strategy in career pathways: Integrated Education and Training (IET).

IET is a promising practice based in adult learning theory. Through IET programs, participants seek goal-oriented, relevant, practical knowledge. The opportunity costs of education for individuals with family and work responsibilities can be offset by offering education that truly leads to educational and economic mobility.

With final regulations now complete, state and local leaders can begin to scale up their IET strategy and bring IET to *all* populations at every skill level.

Using IET to Build Quality Career Pathways

Integrated Education and Training is *the* core educational strategy for career pathways jointly developed between WIOA partners. IET is a strategy across *all* levels of service delivery in WIOA title II, the Adult Education and Family Literacy Act (AEFLA), and can include a wide variety of WIOA title I career and training services as well as other partners.

Defining IET

IET is **adult education and literacy**, **workforce preparation**, and **workforce training** “each of sufficient intensity and quality, and based on the most rigorous research available, especially with respect to improving reading, writing, mathematics, and English proficiency of eligible individuals” that “occur simultaneously,” “use occupationally relevant instructional materials,” and are “organized to function cooperatively” with “a single set of learning outcomes” (34 CFR §463.37). IET represents a wide spectrum of services to build foundational, employability, and occupational skills.

Many adult education providers have discovered the power of IET and, through a variety of partnerships, have 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](#).

Defining IET

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*).

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)

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.

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 4 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 exited during the program year and *who were enrolled in IET 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 upcoming statewide competitive awarding of title II funds.**

Title II – AEFLA agencies’ upcoming 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 titles I and II, 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: TexBest, 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.

BRIDGE PROGRAMS

Examples and curriculum: [Hubbs Center ServSafe Certification](#)

This bridge program offers ESL, reading, and math in the context of food safety. Course includes certification testing offered by adult education instructor with test proctoring authority.

Other examples of bridge course offerings include Commercial Driver's License, Boilers License, Child Development, and Retail/Customer Service.

Adult Education & Literacy

Sample Standards: [College and Career Readiness Standards for Adult Education \(CCRS\)](#)

Activities: Any activities from the definition in 34 CFR §463.30 (see page 2 above), offered within a specific occupation or occupational cluster.

Workforce Preparation

Sample Standards: [ACES TIF](#); [Northstar Digital Literacy](#), [Employability Skills Framework](#)

Activities: Any activities from the definition in 34 CFR §463.34 (see page 2 above), including career services potentially offered in partnership with WIOA Title I through co-enrollment.

Workforce Training

Specific Activities from the definition in WIOA Section 134(c) (3) (D) : (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).

To be offered *either* by adult educators with occupational skill knowledge *or* with training partners.

WORKPLACE LEARNING PROGRAMS

Example: [GNP Incumbent Worker Training](#)

This integrated education and training course builds English language and other foundational skills for employees in a food processing plant. Benefits to the employer include employee recruitment and retention as well as increased productivity. Benefits to the employees include stronger on-the-job and personal communication skills in English, greater understanding of American work culture, and increased job satisfaction.

Adult Education & Literacy

Sample Standards: [College and Career Readiness Standards for Adult Education \(CCRS\)](#)

Specific Activities from the definition in 34 CFR §463.30: "(c) workplace adult education and literacy activities," offered with employer(s).

Workforce Preparation

Sample Standards: [ACES TIF](#); [Northstar Digital Literacy](#), [Employability Skills Framework](#)

Specific Activities: Any activities from the definition in 34 CFR §463.34 (see page 2 above) developed with input from the employer partner; possible co-enrollment with Title I to support on-the-job training, transitional jobs, or incumbent worker training.

Workforce Training

Specific Activities from the definition in WIOA Section 134(c) (3) (D):

- (ii) on-the-job training
- (iii) incumbent worker training
- (iv) programs that combine workplace training with related instruction
- (vi) skill upgrading and retraining
- (viii) transitional jobs
- (xi) customized training

To be offered *either* by adult educators with occupational skill knowledge *or* with employer partner(s).

PRE-APPRENTICESHIP PROGRAMS

Example: [Construction Training](#)

In this example of a six-week foundational and hands-on skills training course, after completion, students have an option to apply for a pre-apprenticeship training program with a building and constructions trades union, continue training through community service programs or the community college, or move into employment.

Adult Education & Literacy

Sample Standards: [College and Career Readiness Standards for Adult Education \(CCRS\)](#)

Specific Activities: Any activities from the definition in 34 CFR §463.30 (see page 2 above), contextualized within the construction occupational sector and leading to a registered apprenticeship opportunity..

Workforce Preparation

Sample Standards: [ACES TIF](#); [Northstar Digital Literacy](#), [Employability Skills Framework](#); plus others that are specific to registered apprenticeship standards.

Specific Activities: Any activities from the definition in 34 CFR §463.34 (see page 2 above); possible co-enrollment with Title I to support transition to registered apprenticeship.

Workforce Training

Specific Activities from the definition in WIOA Section 134(c) (3) (D): with an emphasis on (i) through (v) that connect directly to a registered apprenticeship opportunity.

To be offered *either* by adult educators with occupational skill knowledge *or* with employer or training partner(s).

INTEGRATED ENGLISH LITERACY & CIVICS EDUCATION PROGRAMS

Example: [Hospitality IIMN](#)

This integrated education and training course helps new arrivals build English language skills, learn about the rights and responsibilities of life in the United States, and prepare for citizenship exam as well as acquiring skills to thrive in full-time employment with health benefits at a national hotel chain. This program includes an initial six-week entry level course; a three-week supervisory course for incumbent workers, and a bridge/support course for postsecondary hospitality management certification.

Adult Education & Literacy

Sample Standards: [College and Career Readiness Standards for Adult Education \(CCRS\)](#)

Specific Activities from the definition in 34 CFR §463.30: "(f) integrated English literacy and civics education," further defined in 34 CFR §463.33 as: "(a) education services provided to English language learners who are adults, including professionals with degrees or credentials in their native countries that enable such adults to achieve competence in the English language and acquire the basic and more advanced skills needed to function effectively as parents, workers, and citizens in the United States. (b) Integrated English literacy and civics education services must include instruction in literacy and English language acquisition and instruction on the rights and responsibilities of citizenship and civic participation and may include workforce training."

Workforce Preparation

Sample Standards: [ACES TIF](#); [Northstar Digital Literacy](#), [Employability Skills Framework](#)

Specific Activities: Any activities from the definition in 34 CFR §463.34 (see page 2 above), content development with employer input and tailored for both job seekers and incumbent workers.

Workforce Training

Specific Activities from the definition in WIOA Section 134(c) (3) (D): (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).

CORRECTIONS EDUCATION

Example: Washington Community Colleges Correctional Education: I-BEST Building Maintenance; I-BEST HVAC Technology, I-BEST Material Composite.

Adult Education & Literacy

Sample Standards: [College and Career Readiness Standards for Adult Education \(CCRS\)](#)

Specific Activities: Any activities from the definition in 34 CFR §463.30 (see page 2 above), offered within a specific occupation or occupational cluster: Industrial Maintenance, HVAC, Material Composites.

Workforce Preparation

Sample Standards: [ACES TIF](#); [Northstar Digital Literacy](#), [Employability Skills Framework](#)

Specific Activities from the definition in 34 CFR §463.34 (see page 2 above): "self-management skills," such as Stress and Anger Management, and "(e) skills necessary for successful transition into and completion of postsecondary education or training, or employment," including Job Search skills.

Workforce Training

Specific Activities from the definition in WIOA Section 134(c) (3) (D):

- (i) occupational skill training;
- (ix) job readiness training provided in combination with services.

POSTSECONDARY EDUCATION

Example: Accelerating Opportunities Kentucky

- Gateway Community and Technical College [Automotive Technology Program](#) is a one-semester program that includes two courses: Brake System & Lab and Suspension & Steering & Lab that result in 10 credit hours and two industry certifications: Brake Repairer and Front End Mechanic.
- West Kentucky CTC [Electrical Program](#) includes Technical Mathematics, Basic Electricity, CAD Fundamentals, and Orientation to College with 13 credit hours and two certifications.

Adult Education & Literacy

Sample Standards: [College and Career Readiness Standards for Adult Education \(CCRS\)](#)

Specific Activities from the definition in 34 CFR §463.30: (a) adult education; (e) English language acquisition activities; and (h) integrated education and training. To be offered with postsecondary partners.

Workforce Preparation

Sample Standards: [ACES TIF](#); [Northstar Digital Literacy](#), [Employability Skills Framework](#)

Specific Activities: Any activities from the definition in 34 CFR §463.34 (see page 2 above), including career services offered in partnership with WIOA title I through co-enrollment.

Workforce Training

Sample Standards: Course specific as determined by postsecondary institution.

Activities: Postsecondary training in any of the areas from the definition in WIOA Section 134(c) (3) (D), including: (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... and (xi) customized training.

To be offered by postsecondary educators in career and technical education fields (CTE programs of study).

OUT-OF-SCHOOL YOUTH

Example: Community Renewal Team, Hartford, CT [Capital City YouthBuild](#) serves 16-24 year olds who have barriers to employment that may include justice involvement, basic skills deficits, and little to no work history.

Adult Education & Literacy

Sample Standards: [College and Career Readiness Standards for Adult Education \(CCRS\)](#)

Specific Activities: Any activities from the definition in 34 CFR §463.30 (see page 2 above), focused on completion of a high school diploma or equivalency and offered within a specific occupation or occupational cluster.

Workforce Preparation

Sample Standards: [ACES TIF](#); [Northstar Digital Literacy](#); [Employability Skills Framework](#)

Specific Activities: Any activities from the definition in 34 CFR §463.34 (see page 2 above), including career services offered in partnership with WIOA title I Youth through co-enrollment. Focus on "mental toughness" skills to build self-management, critical thinking, and team work skills.

Workforce Training

Specific Activities from the definition in WIOA Section 134(c) (3) (D): with an emphasis on (i) occupational skill training; (ix) job readiness training provided in combination with services... (i) through (viii); and (x) adult education and literacy activities.

Do you have other Integrated Education and Training examples we could share? Do you have comments or questions?

Please contact [Judy Mortrude](#), Senior Policy Analyst

Did you find this helpful? [Give us your feedback!](#)