

Integrated Education and Training (IET) Checklist

An IET program must meet the definition and requirements set forth in [WIOA law](#) and the final [regulations](#) as established by the U.S. Department of Education on 8/19/16. This review form may be used for the development or review of an IET program.

Integrated Education and Training (IET) is 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 (§463.35). An IET program must include the following three components: adult education and literacy activities, workforce preparation activities, and workforce training (§463.36). In addition, as part of a career pathway (§463.37), an IET program should support the local and state workforce development board plans as required under WIOA.

Key Concepts

- Don't just take existing programs/activities and combine them. Look at data. Look at the workforce needs of the area. Look at the educational needs of the potential workforce in the area. Where is there a good intersection? Is an IET a good way to address the needs?
- IET is an educational program. The adult education component is not just an afterthought.
- The adult education component must support the development of transferrable knowledge and skills. It is not just for the purpose of helping someone complete training or pass a test.

Instructions: Answer the Review Questions for each section.

<p>A. Adult Education and Literacy Activities must include one or more of the following:</p> <ol style="list-style-type: none">1. Adult education2. Literacy3. Workplace adult education and literacy activities4. English language acquisition activities5. Integrated English literacy and civics education	<p>Review Questions:</p> <p>A1. Which activities are included in this IET program? Who is the target student group for this IET program? What are their educational needs?</p> <p>A2. How are the College and Career Readiness Standards for Adult Education reflected in these activities?</p>
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B. **Workforce Preparation Activities** are required in an IET program and may include the following:

1. Activities, programs, or services that are designed to help an individual acquire a combination of basic academic skills, critical thinking, digital literacy, and self-management skills
2. Employability skills that address competencies in using resources and information, working with others, understanding systems, and obtaining skills necessary to successfully transition to and complete postsecondary education, training, and employment
3. Other employability skills that increase an individual's preparation for the workforce

Review Question:

B1. What specific workforce preparation activities are included in this IET program? How do they meet the needs of the students while supporting the objectives of the training

B2. Which foundation skills and competencies from the [Foundation Skills Framework](#) are reflected in these activities?

B3. How will the IET program ensure that the activities actually lead to the attainment of the identified skills and competencies?

C. **Workforce Training** must include at least one of the following as described in WIOA law section 134 (c) (3) (D):

1. Occupational skills training, including training for nontraditional employment
2. On-the-job training
3. Incumbent worker training
4. Programs that combine workplace training with related instruction, which may include cooperative education programs
5. Training programs operated by the private sector
6. Skill upgrading and retraining
7. Entrepreneurial training
8. Transitional jobs
9. Job readiness training
10. 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 1 – 7 above
11. Customized training conducted with a commitment by an employer or group of employers to employ an individual upon successful completion of the training

Review Questions:

C1. Which workforce training activities are included in this IET program?

C2. What is the specific occupation or occupational sector?

C3 How was it determined that this training was a good fit for an IET program?C4. How are training activities being provided?

<p>D. The term “integrated” (§463.37) means services must be provided concurrently and contextually such that:</p> <ol style="list-style-type: none"> 1. Within the overall scope of the integrated education and training program, the adult education and literacy activities, workforce preparation activities, and workforce training: <ol style="list-style-type: none"> a. Are each of sufficient intensity and quality, and based on the most rigorous research available, particularly with respect to improving reading, writing, mathematics, and English proficiency of eligible individuals; b. Occur simultaneously; and c. Use occupationally relevant instructional materials. 2. The integrated education and training program has a single set of learning objectives that identifies: <ol style="list-style-type: none"> a. specific adult education content; b. workforce preparation activities; and c. workforce training competencies, and d. the program activities are organized to function cooperatively. 	<p>Review Questions:</p> <p>D1. What is the intensity of the described adult education and literacy activities, workforce preparation activities, and workforce training? Is it enough to ensure that participants can successfully complete the IET program? How did you determine this?</p> <p>D2. What is the quality of the described adult education and literacy activities, workforce preparation activities, and workforce training? How did you determine sufficient quality?</p> <p>D3. What research, particularly with respect to improving reading, writing, mathematics, and English proficiency of eligible individuals, is reflected in the design of this IET?</p> <p>D4. How are the three required components occurring simultaneously within the scope of the IET program?</p> <p>D5. How are occupationally relevant materials being used in each of the components? How does the use of these materials in the adult education and workforce preparation components support the training component?</p>
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D6. How does the single set of IET learning objectives identify specific adult education content, workforce preparation activities, and workforce training competencies? Describe the entry level skills for individuals to enter and succeed in the IET.

D7. How are the program activities organized to function cooperatively? How do activities in one component build on and scaffold learning from another component?

E. The phrase “for purposes of **educational and career advancement**” (§463.38) means:

1. The adult education component of the program is aligned with the College and Career Readiness Standards for Adult Education ; and
2. The integrated education and training program is part of a career pathway.

WIOA Sec. 3(7) defines Career Pathways to mean a combination of rigorous and high-quality education, training, and other services that:

- a. **aligns with skill needs of industries in the state or regional economy**
- b. prepares an individual to succeed in secondary or postsecondary education options
- c. includes counseling to support the individual’s education and career goals
- d. includes education offered concurrently and contextually with workforce preparation and training in specific occupation or occupational cluster
- e. **organizes education, training and other services to support the particular needs of an individual to accelerate their educational and career advancement**
- f. enables an individual to attain a secondary school diploma or its recognized equivalent
- g. **helps an individual enter or advance within a specific occupation or occupational cluster**

Review Questions:

E1. How does the adult education component of the IET program align with the [College and Career Readiness Standards for Adult Education](#)? Which standards does the adult education component focus on?E1a. How will the IET ensure that the skills and knowledge learned in the adult education component will be transferrable to other contexts and situations?

E2. How does the IET program reflect the criteria of being a part of a career pathway? How does it support the requirement that a career pathway help an individual enter or advance with in a specific occupation or occupational cluster?

E3. What data were used for individuals (target population selection) and industry/occupations (LMI) as part of the career pathways and IET program development? What evidence is there that the IET program leads to skills that address local workforce needs and that there are good existing employment opportunities for participants?

Note – Potential demographic data resources may include:

- [U.S. Census American Factfinder Tool](#) (For languages spoken at home with self-reporting English language proficiency)
- [Migration Policy Institute's \(MPI\) State Immigration Data Profiles](#) (For entire universe of limited English proficient individuals, including those in the labor force)
- [U.S. Department of Education's Adult Education NRS](#) (Individuals at all ESL educational functioning levels that have achieved measurable skills gains [Tables 3 & 4 but other tables as well])
- Other state, regional or local population data bases

Note – Potential data resources that may impact IET program design may include:

- [U.S. Department of Labor's Career Pathways Toolkit](#) (Comprehensive list of data sources for analyzing in-demand occupations and industries)
- [Bureau of Labor Statistics Occupational Employment Statistics](#) (Employment by occupation and industry at national, state, and some metropolitan areas)
- [Bureau of Labor Statistics Current Employment Statistics](#) (Employment projections by industry for states and some metropolitan areas)
- [U.S. Department of Labor's Occupational Information Network- O*NET](#) (Find occupations within industry and those with a bright future)
- Other state, regional or local LMI or occupational data bases

F. IET Funding and Program Delivery Strategy

Review Questions

F1. Which funding sources are being used to implement the IET program (e.g., AEFLA 231, Title 1, TANF, etc.

F2. If multiple funding sources are being used, which funding source is applied to which component/activity?

F3. Who is doing what? That is, for each major component of the IET program, describe what person (job title) from which agency/institution is administering or implementing that specific component

F4. What is the program strategy for supporting program participants and ensuring learner retention? For example, what partnerships exist and what personal and program support services are in place to support learners?

<p>G. State and Local Workforce Plan Alignment Related to Career Pathways</p>	<p>Review Questions:</p> <p>G1. State and local workforce plans must include objectives and strategies for addressing career pathway programming, and IET programs must align with those objectives and strategies. Describe how this IET program aligns with the Pennsylvania WIOA Combined State Plan and local workforce plans with regard to career pathways.</p> <p>G2. How do the data in E3 above align with the labor market analyses in Pennsylvania's combined state plan and in the local plan?</p> <p>G3. How does the IET program align with the analysis used to develop the alignment of services and resources with strategic vision, as outlined in the local plan? (see Sec. 108 (b)(1)(F))</p> <p>G4. How does the IET program address and align with the strategies described in the local plan for how WIOA core programs will expand access to employment, education and other services for individuals with barriers to employment through career pathways (see Section 108(b)(3))? F2. If multiple funding sources are being used, which funding source is applied to which component/activity?</p>
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