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 Department of Education on 8/19/16. This review form may be used for the development or review of an IET program.

General discussion – Integrated Education and Training 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), the design of an IET program should support the local and state workforce development board plans as required under WIOA.

Instructions: Answer the Review Questions for each section.

A. **Adult Education and Literacy Activities** must include one or more of the following as described in rule §463.30: 1. Adult education 2. Literacy 3. Workplace adult education and literacy activities 4. Family literacy activities 5. English language acquisition activities 6. Integrated English literacy and civics education 7. Workforce preparation activities 8. Integrated education and training	**Review Questions:** A1. Which activities are included in this IET program? A2. Which of the State's content standards are reflected in these activities?

B. **Workforce Preparation Activities** as cited in §463.34 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?

C. **Workforce Training** must include at least one of the following as described in WIOA law section 134 (c) (3) (D):	**Review Questions:**
	C1. Which workforce training activities are included in this IET program?
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	C2. What is the specific occupation or occupational sector?
9. Job readiness training	C3. How are training activities being provided?
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	

D. The term "**integrated**" (§463.37) means services must be provided concurrently and contextually such that:
 	
1. Within the overall scope of the integrated education and training program, the adult education and literacy activities, workforce preparation activities, and workforce training:
 	
   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.
	Review Questions:
	D1. What is the intensity and quality of the described adult education and literacy activities, workforce preparation activities, and workforce training?
	
	D2. How was the adequacy of the intensity and quality determined?
	
	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?
	
	D4. How are the three required components occurring simultaneously within the scope of the IET program?
	
	D5. How are occupationally relevant materials being used?

2. The integrated education and training program has a single set of learning objectives that identifies:
 	
    a.   specific adult education content;
 	
    b.   workforce preparation activities; and
 	
    c.   workforce training competencies, and the program activities are organized to function cooperatively.
	D6. How does the single set of IET learning objectives identify specific adult education content, workforce preparation activities, and workforce training competencies, and the program activities are organized to function cooperatively?

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 State's content standards for adult education as described in the State's Unified or Combined State Plan; 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 State's content standards for adult education? E2. How does the IET program reflect the criteria of being a part of a career pathway? E3. What data are used for individuals (target population selection) and industry/occupations (LMI) as part of the career pathways and IET program development? 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. IELCE Funding and Program Delivery Strategy	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 use, 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 and personal and program support services are in place to support learners?

G. **State and Local Workforce Plan Alignment Related to Career Pathways**	**Review Questions:** G1. Given the required alignment with state and local workforce plans, and specifically the requirement that local and state workforce plans must include objectives and strategies for addressing career pathway programming, how does this IET program align to the local and state workforce plans with regard to career pathways? Related to State Plans • F2. How does the data in E3 above align with the labor market analysis in the State's unified or combined plan? • F3. How do the IET and career pathway of which it is a part support the State's strategic vision and goals in in its unified or combined plan? (see the *Required Elements for Submission of the Unified or Combined State Plan and Plan Modifications for WIOA pages 7 and 8,* OMB control number 1205-0522) Related to Local Plans • F3. How is local eligible provider's IET aligned with analysis undertaken to achieve strategic vision, service and resource alignment, as outlined in Local Plan development? (see Sec. 108 (b)(1)(F)) • F4. How is local eligible provider's IET addressing and aligning with 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))?