Wisconsin Integrated Education and Training Planning Tool

The Integrated Education and Training (IET) Planning Tool is used to support the development of Wisconsin Adult Education and Family Literacy Act (AEFLA) and General-Purpose Revenue funded IET. Please review the Wisconsin IET Development Guide to better understand state policy related to AEFLA and GPR funded IET. The completed form will be posted to the WTCS Adult/ELL/Re-Entry Education Programs Teams channel for sharing across all AEFLA programs. The completed form will also be used to monitor AEFLA and GPR funded IET in relation to state and federal guidelines. **Wisconsin IET providers should email the completed form to grants@wtcsystem.edu and receive WTCS approval before offering the program. WTCS will review the completed form within two weeks of receipt.**

Date:	Wisconsin IET Provider Name:	IET Funding Grant Category:

Resulting WTCS Credential Name and/or Industry Certification Name:

How does the IET ladder to additional credentials along a pathway and increased future wage potential:

IET Name:	Does your program receive IELCE Section 243 funds?	Will this IET serve Internationally Trained Professionals?

Who can participate in the IET? Place an X in each corresponding entering educational functioning level and programming type:

	Learners in Adult Education	Learners in English Language Acquisition	Learners in Integrated English Literacy and Civics Education (IELCE) Programs or Activities	Justice Involved Learners
ABE Level 1				
ABE Level 2				
ABE Level 3				
ABE Level 4				
ASE Level 5				
ASE Level 6				
ELL Level 1				
ELL Level 2				
ELL Level 3				
ELL Level 4				
ELL Level 5				
ELL Level 6				

How is instructional delivery coordinated? Place an X in the box that most aligns with this IET.

Occupational trainer and adult education instructor team-teach concurrently in the same virtual and/or physical space 100 percent of the time.	
Occupational trainer and adult education instructor deliver instruction concurrently while in separate virtual or physical spaces 100 percent of the time.	
Occupational trainer and adult education instructor concurrently team-teach some of the time in the same virtual and/or physical space and some of the time in separate spaces.	
One instructor with the required credentials for teaching both the occupational skills and adult education content delivers the instruction 100 percent of the time, either in virtual or physical spaces.	

Program Year IET Participation will be Reported:	Projected Number of Cohorts for Program Year:	Projected Number of Students Per Cohort:

IET Course Numbers (XX-XXX-XXX) and Course Titles:

IET Targeted Job(s) Standard Occupational Classification Code(s):

IET Targeted Job(s) WDA Total Annual Openings:	IET Targeted Job(s) WDA Annual Entry Wage:

External IET Partner Involvement (e.g., employers inform curriculum design, job placement support, referrals among WIOA partners, direct employer connections to upskill incumbent workers, industry association funding, etc.):

IET Participant Recruitment Activities (i.e., how will you build awareness of your IET among the unemployed or underemployed and communities with barriers to employment, what data are informing who you will recruit, what modes of recruitment will you use to reach your target audience, what partners will you collaborate with to broaden the reach of your IET recruitment):

What academic and nonacademic supports are available to learners in the IET? Place an X in the box for each available support.

Student financial support and information	
Navigation support for access and success in the IET	
Career navigation to support postsecondary and workforce transition	
Re-entry transitional support	
Employer connections such as worksite visits or job fairs	
Childcare support	
Transportation support	
Technology access	
Disability accommodations	
Other (please specify)	

What is the instructional modality of the course? Place an X in the box that most aligns with this IET.

100% Face-to-face	
100% Online	
Hybrid (Face-to-face and Online)	
Other (please specify)	

IET Single Set of Learning Objectives:

Wisconsin IET programs must use a single set of learning objectives to facilitate the contextualization of adult education/literacy skills and workforce preparation into workforce training. A complete single set of learning objectives clearly articulates what IET learners will know and be able to do after successful completion of the IET program and ensures IET instructional content is aligned with the three required components of an IET. Below is an example of learning objectives within a manufacturing IET program. Please provide your proposed IET program's single set of learning objectives on the following page. The single set of learning objectives must be uploaded to WIDS after WTCS Office review of the IET program.

Integrated Learning Objective

1. Given a micrometer, a 6" scale, simple manufacturing specification blueprint with missing measurements, and a math worksheet, learners will apply knowledge of fractions and decimals to take and record precise measurements in decimals and fractions and use the measurements to answer fraction and decimal addition and subtraction questions with 80% accuracy.

Workforce Training Skills:	Adult Education Literacy Skills and Competencies:	English Language Skills and Competencies:	Workforce Preparation Skills:	Optional Civics Standards, Skills, and Competencies:
• Read a 6" scale • Read a micrometer • Read a simple blueprint	• Convert measurements from inches to centimeters • Convert whole numbers to fractions • Add and subtract fractions	• Participate in level appropriate oral and written exchanges of information, ideas, and analyses in various social and academic contexts, responding to peer, audience, or reader comments and questions (ELP 2, Level 3) • Conduct research and evaluate and communicate findings to answer questions or solve problems (ELP 5, Level 3) • Determine the meaning of words and phrases in oral presentations and informational text (ELP 8, Level 3)	• Apply mathematical operations, concepts, and reasoning • Demonstrate quality consciousness • Demonstrate self-management strategies • Work within a team	• Identify, monitor, and anticipate problems, community needs, strengths, and resources for yourself and others (Texas, Civics Standards, Subarea 1A) • Participate in group processes and decision making (Texas, Civics Standards, Subarea 3E) • Educate others (Texas, Civics Standards, Subarea 4B)

Integrated Learning Objective				
2. Given a scenario of a manufacturing workplace environment with multiple safety violations, learners will apply knowledge of safety protocols to identify safety violations and explain the appropriate actions to take to maintain a safe working environment with 80% accuracy				
Workforce Training Skills:	**Adult Education Literacy Skills and Competencies:**	**English Language Skills and Competencies:**	**Workforce Preparation Skills:**	**Optional Civics Standards, Skills, and Competencies:**
• Understand and apply shop safety practices • Understand and apply machine safety practices • Use lathe, mill, grinders, bandsaw, drills	• Read a safety manual and identify key safety practices • Tell another student the directions for proper safety protocol • Sequence a written series of steps to follow in a safety emergency	• Use a developing set of strategies to: – Determine a central idea or theme in oral presentations and spoken and written texts – Retell key details – Answer questions about key details (ELP1, L3) • Participate in level appropriate oral and written exchanges of information, ideas, and analyses in various social and academic contexts, responding to peer, audience, or reader comments and questions (ELP 2, L3) • Paraphrase key information in a short written or oral report (ELP 5, L3)	• Read with understanding • Apply health and safety concepts • Locate and use resources • Demonstrate self-management strategies • Work in a team	• Identify, monitor, and anticipate problems, community needs, strengths, and resources for yourself and others (Texas, Civics Standards, Subarea 1A) • Figure out how the system that affects an issue works (Texas, Civics Standards, Subarea 1C) • Participate in group processes and decision-making (Texas, Civics Standards, Subarea 3E) • Communicate so that others understand (Texas, Civics Standards, Subarea 2C) • Educate others (Texas, Civics Standards, Subarea 4B)

Integrated Learning Objective				
1.				
Workforce Training Skills:	**Adult Education Literacy Skills and Competencies:**	**English Language Skills and Competencies:**	**Workforce Preparation Skills:**	**Optional Civics Standards, Skills, and Competencies:**

Integrated Learning Objective				
2.				
Workforce Training Skills:	Adult Education Literacy Skills and Competencies:	English Language Skills and Competencies:	Workforce Preparation Skills:	Optional Civics Standards, Skills, and Competencies:

Integrated Learning Objective				
3.				
Workforce Training Skills:	Adult Education Literacy Skills and Competencies:	English Language Skills and Competencies:	Workforce Preparation Skills:	Optional Civics Standards, Skills, and Competencies:

Integrated Learning Objective				
4.				
Workforce Training Skills:	Adult Education Literacy Skills and Competencies:	English Language Skills and Competencies:	Workforce Preparation Skills:	Optional Civics Standards, Skills, and Competencies:

Integrated Learning Objective

5.

Workforce Training Skills:	Adult Education Literacy Skills and Competencies:	English Language Skills and Competencies:	Workforce Preparation Skills:	Optional Civics Standards, Skills, and Competencies: