



Wisconsin Integrated Education & Training Development Guide

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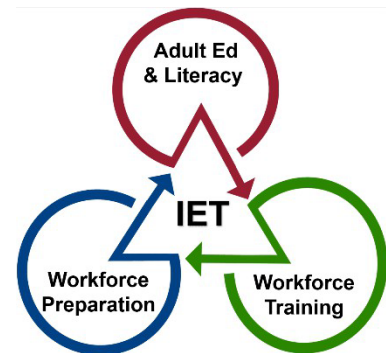
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WTCS IET Development Guide Overview

This guide offers information that local programs and administrators can use to drive the development or expansion of Integrated Education and Training (IET). The guide contains:

- Definitions of IET and key IET components
- Guidance on Wisconsin and federal IET policy
- Resources for IET program development



Federal Definition of IET

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 (34 CFR § 463.35). The IET service approach provides all levels of adult education students the opportunity to acquire the skills needed to:

- Transition to and complete postsecondary education and training programs
- Obtain and advance in employment leading to economic self-sufficiency
- Exercise the rights and responsibilities of citizenship when connected to Integrated English Literacy and Civics Education (IELCE)

An IET program must include the following three components:

- Adult education and literacy activities
- Workforce preparation activities
- Workforce training

Adult Education and Literacy Activities

In the context of IET, the term “adult education and literacy activities” means programs, activities, and services that include:

- Adult education
- Literacy
- Workplace adult education and literacy activities
- Family literacy activities
- IELCE
- English language acquisition activities
- Workforce preparation activities

Workforce Preparation Activities

Workforce preparation activities within an IET are designed to help an individual acquire a combination of adult education 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.

Workforce Training

In the context of IET, workforce training must be for a specific occupation or occupational cluster.

Workforce training may include:

- Occupational skill training
- On-the-job training

- Incumbent worker training
- Programs that combine workplace training with related instruction
- Training programs operated by the private sector
- Skill upgrading and retraining
- Entrepreneurial training
- Transitional jobs
- Job readiness training provided in combination with the services above
- Customized training conducted with a commitment by an employer or group of employers to employ an individual upon successful completion of the training

Coordination of the Three IET Components

Together, the three required IET components (1) adult education and literacy activities, (2) workforce preparation activities, and (3) workforce training activities must:

- Each be of sufficient **intensity and quality**
- Be based on the most **rigorous research available**, particularly with respect to improving reading, writing, mathematics, and English proficiency of eligible individuals
- **Occur simultaneously** within the overall scope of the IET program
- Use **occupationally relevant** instructional materials
- Integrate together as defined by a **single set of learning objectives** which document and clearly identify how the three required IET components come together to form the IET
- Connect to a **career pathway** to support state workforce needs and local Workforce Development Area board plans

Why is IET Important?

IET has emerged as a service approach to help individuals acquire basic skills while pursuing occupational or industry-specific training. Through an IET model, participants receive simultaneous instruction in basic skills, such as math, reading, or spoken English, as well as workforce training and workforce preparation. IET approaches are effective because they recognize that adults with competing priorities and limited resources need opportunities to acquire basic skills in a meaningful context that has an immediate application of learning, enables credential attainment, and can directly increase their earning power. Collectively, IET programming has the potential to:

- **Accelerate economic mobility.** Learners participating in IET build their skills while progressing towards industry validated credentials with labor market value.
- **Save time for learners.** Structured IET pathways with concurrent and contextualized learning integrate the three components of IET, mitigating a need to complete each separately.
- **Enhance learner outcomes and beliefs.** Learners participating in IET have more favorable views of instruction, an increased sense of confidence in the classroom, and stronger literacy outcomes (Konruff, 2024; Shore, 2004; Wang, 2017).
- **Act as a pipeline to industry-validated credentials.** Learners participating in IET access a career pathway on-ramp to WTCS credentials and/or industry certifications.
- **Serve as a lever to support educational and workforce needs.** Industry validated IET pathways provide learners with a roadmap to upward economic mobility, positively impacting their lives, the community, and the workforce

IET Programs in the Reentry Education Context

When aligned with career pathways and other education and training programs in the community, IET programs offered in prisons and jails enable participants to make significant progress toward their education and training goals that can be continued after release, strengthening the success of reentry. IET programs for the incarcerated are part of an education continuum that aligns with programs in the community and the needs of the labor market.

IET programs allow participants to accelerate their progress along a career pathway by improving their foundational, employability, and occupational skills at the same time and, in many cases, earn an industry-recognized credential upon completion of a program. This evidence-based approach has tremendous value for adult learners, including those who are incarcerated in prisons and jails, by efficiently and effectively using limited instructional time. As Wisconsin providers of IET are developing and improving their programs, they are encouraged to reflect upon the [Reentry Education Framework](#) and the [IET in Corrections Toolkit](#) developed by the US Department of Education.

Immigrant Integration & IET

[Immigrant integration](#) is the process of economic mobility and social integration for newcomers and their children. This dynamic process intersects with the institutions and mechanisms that promote development and growth within society, including early childhood care; elementary, postsecondary, and adult education systems; workforce development; health care; provision of government services to communities with various linguistic needs; and more. Successful integration builds communities that are stronger economically and socially. IET programs are vital to immigrant integration and offer learners the opportunity to obtain family sustaining jobs in their communities.

While all AEFLA funding can and should support newcomers, IELCE Section 243 funding is particularly suited to the immigrant integration framework. IELCE is defined in WIOA as education services provided to English language learners who are adults, including professionals with degrees and credentials in their native countries, that enable such adults to achieve competency 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. Such services include instruction in literacy and English language acquisition, the rights and responsibilities of citizenship and civic participation, and may include workforce training.

IELCE is used in two distinct ways: it may be provided as an activity under Section 231, or it may also be implemented as a program under Section 243 with funds allocated as described in Section 243. The IELCE program under Section 243 carries additional requirements beyond those that an eligible provider must meet in implementing IELCE as a local activity under Section 231. Each program that receives funding under Section 243 must be designed to:

- Prepare adults who are English language learners for, and place such adults in, unsubsidized employment in in-demand industries and occupations that lead to economic self-sufficiency.
- Integrate with the local workforce development system and its functions to carry out the activities of the program.
- Provide IELCE participants with information about available IET programs

Wisconsin IET Policy

The WTCS strives to create a new vision and strategic direction for adult education providers by investing in IET programs. The WTCS promotes the planning, development, and implementation of IET in alignment with the federal definition, and also requires a series of additional IET features to strengthen the impact of the program within the community. These IET features are guided by the WTCS's history with [career pathways](#), Wisconsin's [60 Forward](#) credential attainment goal, and a focus on data and assessment for continuous improvement in all aspects of IET. Wisconsin IET policy applies to Adult Education and Family Literacy Act (AEFLA), Perkins V, and state General Purpose Revenue (GPR) funded IET.

Wisconsin IET Planning Tool

Providers of AEFLA, Perkins V, and GPR funded IET programs must complete and submit the [Wisconsin IET Planning Tool](#) to the WTCS Office before offering the program and reporting participation in WTCS Client Reporting. The WTCS Office Adult Education team will review the IET Planning Tool in collaboration with the relevant WTCS Office occupational program Education Director. Review of the submitted IET Planning Tool will occur within two weeks of submission or otherwise communicated. After WTCS Office review, staff will provide feedback to the submitting provider related to any necessary modifications before approval. If a provider also received IELCE Sec 243 funds, they must submit an IET Planning Tool indicating which IETs are open to IELCE students.

Connection to a WTCS Credential or Industry Certification in a Career Pathway

AEFLA, Perkins V, and GPR funded IET programs must connect to a WTCS credential, industry certification, or pre- apprenticeship or apprenticeship in a career pathway. Building onramps to industry validated credentials provides a roadmap to upward economic mobility. When connected to a career pathway comprised of stackable credentials, this roadmap guides learners to increased future wage potential. In addition, the IET program career pathway should demonstrate strong local workforce demand to support future employment. AEFLA, Perkins V, and GPR funded IET programs must use the local Workforce Development Area (WDA) [occupational demand data](#) or other local data demonstrating robust workforce demand.

Three Required IET Components that Integrate into a Single Set of Learning Objectives

Each IET program must include a single set of learning objectives which integrate the three required components of an IET. In addition, the adult education/literacy activity component of the IET must align with state adult education content standards. The three required components must be of sufficient intensity and quality, be based on the most rigorous research available, occur simultaneously, and use occupationally relevant instructional materials. The single set of learning objectives must also be documented in the IET Planning Tool and uploaded to WIDS. For information on how to develop a single set of learning objectives, please refer to the [IET Design Toolkit](#) (pg. 59) created by AIR and Safaal Partners.

Be Reported through WTCS Client Reporting

AEFLA, Perkins V, and GPR funded IET participation must be reported in WTCS Client Reporting. Any learners participating in AEFLA, Perkins V, and GPR funded IET should be reported in the appropriate WTCS grant number. In addition, IET learners must be reported with the appropriate Service Provided Through Grant Activity Code to identify IET program participation e.g., 35-Adult Basic Education IET, 36-Adult Secondary Education IET, 37-English as a Second Language IET, 38-IELCE IET. Definitions and reporting guidance can be found in the [WTCS Client Reporting Manual](#). Reporting these data will ensure the WTCS can assess participation and outcomes, such as postsecondary transitions, employment, and earnings.

Comprehensive Academic and Nonacademic Student Supports

AEFLA, Perkins V, and GPR funded IET programs are required to provide comprehensive student services to reduce barriers to retention and accelerate smooth transitions within and between the education system and the workforce. As providers are developing and refining IET programs, consideration of the following areas should be made:

- *Student financial support* through Ability to Benefit, WIOA Title I training funds through the state Eligible Training Provider List (ETPL)¹ and other WIOA partners, college foundation, employer partners, refugee resettlement organizations, and community based organizations. Braided funding models may support program sustainability and offset the risks associated with over-reliance on a single or simple funding stream.
- *IET navigation and career navigation support* to assist learners access IET and navigate education and employment transitions.
- *Employer connections* to aid in IET learner job placement, job shadowing, and/or career exposure.
- *Nonacademic supports* such as childcare access, transportation, technology access, disability accommodations, and food security.
- For deeper reflection on academic and nonacademic student supports, please refer to the [IET Design Toolkit](#) (pg. 36) created by AIR and Safaal Partners.

Coordinated Instructional Delivery

AEFLA, Perkins V, and GPR funded IET programs are required to coordinate instructional delivery across faculty and training experts of the three required IET components. IET programs require integrated curricula in which adult education and literacy skills and workforce preparation are contextualized to the occupational training curriculum. This requires intentional, thoughtful planning for effective instructional delivery. The following are potential approaches for coordinated IET instructional delivery. Local programs can select the approach that best meets their needs. The WTCS does not require a finite percentage of team-teaching.

- 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

¹ It is highly recommended that IET providers add their IET programming to the ETPL. More information on the ETPL can be found on the [Wisconsin ETPL website](#).

education content delivers the instruction 100 percent of the time, either in virtual or physical spaces

- For IET instructional delivery best practices, please refer to the [IET Design Toolkit](#) (pg. 33).

Wisconsin IET Recommendations

Bridges to IET for Lower-Level Learners

While not required, it is highly recommended that IET providers offer bridges to IET so lower-level learners can access AEFLA, Perkins V, and GPR funded IET. These “on ramps” connect learners with lower-levels of adult basic education or English language learning to secondary diplomas or equivalency completion, advanced training, and credentials.

IET Steering Committee

While not required, it is highly recommended that IET providers form an IET Steering Committee to guide the design, development, implementation, and continuous improvement of AEFLA, Perkins V, and GPR funded IET. For IET Steering Committee best practices, please refer to the [IET Design Toolkit](#) (pg. 28) created by AIR and Safaal Partners.

Resources for IET Program Design

The following resources may be helpful as adult education providers develop new IET or refine existing IET.

- [IET Design Toolkit](#) created by AIR and Safaal Partners
- [LINCS Advancing Innovation in Adult Education IET Practices](#)
- [WTCS IET Innovative Practice](#)
- [Building Opportunities IELCE Checklist](#)
- [Building Opportunities IET Checklist](#)
- [IET in Corrections Guide](#)

Federal Regulations Related to IET

U.S. Code of Federal Regulations

Title 34, Chapter IV, Part 463, Subpart D – What are adult education and literacy activities?

34 CFR §463.30 – “adult education and literacy activities” means programs, activities, and services that include:

Adult education,

Literacy,

Workplace adult education and literacy activities,

Family literacy activities,

English language acquisition activities,

Integrated English literacy and civics education,

Workforce preparation activities, or

Integrated education and training. (Authority: 29 U.S.C. 3272(2))

34 CFR §463.31 – What is an English language acquisition program?

The term “English language acquisition program” means a program of instruction -

That is designed to help eligible individuals who are English language learners achieve competence in reading, writing, speaking, and comprehension of the English language; and

That leads to -

Attainment of a secondary school diploma or its recognized equivalent; and

Transition to postsecondary education and training; or

Employment. (Authority: 29 U.S.C. 3272(6))

34 CFR §463.32 – How does a program that is intended to be an English language acquisition program meet the requirement that the program leads to attainment of a secondary school diploma or its recognized equivalent and transition to postsecondary education and training or leads to employment?

To meet the requirement in § 463.31(b) a program of instruction must:

Have implemented State adult education content standards that are aligned with State-adopted challenging academic content standards, as adopted under the Elementary and Secondary Education Act of 1965, as amended (ESEA) as described in the State’s Unified or Combined State Plan and as evidenced using a State or local curriculum, lesson plans,

or instructional materials that are aligned with the State adult education content standards; or

Offer educational and career counseling services that assist an eligible individual to transition to postsecondary education or employment; or

Be part of a career pathway. (Authority: 29 U.S.C. 3112(b)(2)(D)(ii), 3272)

34 CFR §463.33 – What are integrated English literacy and civics education services?

Integrated English literacy and civics education services are 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 competency 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.

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. (Authority: [29 U.S.C. 3272\(12\)](#))

34 CFR §463.34 – What are workforce preparation activities?

Workforce preparation activities include 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.

Utilizing resources;

Using information;

Working with others;

Understanding systems;

Skills necessary for successful transition into and completion of postsecondary education or training, or employment; and

Other employability skills that increase an individual’s preparation for the workforce. (Authority: 29 U.S.C. 3272(17); P.L. 111-340)

WIOA Section 134(c) (3) (D), P.L. 113-128 – What are workforce training activities?

Workforce Training may include:

occupational skill training;

on-the-job training;

incumbent worker training;

programs that combine workplace training with related instruction;

training programs operated by the private sector;

skill upgrading and retraining;

entrepreneurial training;

transitional jobs;

job readiness training provided in combination with services (a) through (h);

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 (a) through (g); and

customized training conducted with a commitment by an employer or group of employers to employ an individual upon successful completion of the training.

34 CFR §463.35 – What is integrated education and training?

The term “integrated education and training” refers to 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 education and career advancement. (Authority: [29 U.S.C. 3272\(11\)](#))

34 CFR §463.36 – What are the required components of an integrated education and training program funded under title II?

An integrated education and training program must include three components:

Adult education and literacy activities as described in §463.30.

Workforce preparation activities as described in §463.34.

Workforce training for a specific occupation or occupational cluster which can be any one of the training services defined in section 134(c)(3)(D) of the Act. (Authority: 29 U.S.C. 3272, 3174)

34 CFR §463.37 – How does a program providing integrated education and training under title II meet the requirement that the three required components be “integrated”?

To meet the requirement that the adult education and literacy activities, workforce preparation activities and workforce training be integrated, services must be provided concurrently and contextually

such that—

Within the overall scope of a particular integrated education and training program, the adult education and literacy activities, workforce preparation activities and workforce training:

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;

Occur simultaneously; and

Use occupationally relevant instructional materials.

The integrated education and training program has a single set of learning objectives that identifies specific adult education content, workforce preparation activities and workforce training competencies and the program activities are organized to function cooperatively. (Authority: 29 U.S.C. 3272)

34 CFR §463.38 – How does a program providing integrated education and training under title II meet the requirement that the integrated education and training program be “for the purpose of educational and career advancement”?

A provider meets the requirement that the integrated education and training program provided is for the purpose of educational and career advancement if:

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

The integrated education and training program is part of a career pathway. (Authority: 29 U.S.C. 3272)