

Issue Date: July 31, 2024

# Integrated Education & Training (IET) Proposal Outline

## Purpose

The purpose of the IET Proposal Outline is to provide guidance for Adult Education & Literacy (AEL) providers to start the approval process for initiating an IET Program that meets all the requirements set forth by the Workforce Innovation and Opportunity Act (WIOA) and the State of Vermont. It is important to note that the Vermont Agency of Education (VTAOE) does not have any additional requirements, other than what is stated in WIOA, directly or indirectly, to meet the criteria for an IET.

## Definitions

### Integrated Education and Training

#### 34 CFR Part 463 Subpart D

An Integrated Education and Training (IET) program must meet the definition and requirements set forth in WIOA and the final regulations as established by the Department of Education on August 19, 2016, in the Federal Register. 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), the design of an IET program should support the local and state workforce development board plans as required under WIOA.

### Adult Education

The term “adult education” means academic instruction and education services below the postsecondary level that increase an individual’s ability to— (A) read, write, and speak in English and perform mathematics or other activities necessary for the attainment of a secondary school diploma or its recognized equivalent; (B) transition to postsecondary education and training; and (C) obtain employment.

### Literacy

Per WIOA, Sec. 203(13), the term “literacy” means an individual’s ability to read, write, and speak English, compute, and solve problems, at levels



of proficiency necessary to function on the job, in the family of the individual, and in society.

## **Workplace Adult Education and Literacy Activities**

The term “workplace adult education and literacy activities” means adult education and literacy activities offered by an eligible provider in collaboration with an employer or employee organization at a workplace or an off-site location that is designed to improve the productivity of the workforce.

## **Workforce Preparation Activities**

As cited in §463.34, workforce preparation activities are a required component of an IET program. The term “workforce preparation activities” means 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 utilizing resources, using information, working with others, understanding systems, and obtaining skills necessary for successful transition into and completion of postsecondary education or training, or employment.

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 non-traditional 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 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.

## **Outline**

### **I. Executive Summary (what/why)**

1. Overarching description of the Program Goals
2. Industry Sector and Industry Recognized Credentials (IRCs) or any credentials
  - a. What is/are the credential(s)? List each one.

- b. List certificates
- 3. Impact Analysis – describe the benefits to the region
  - a. Include:
    - i. Data speaks to the [WIOA Combined State Plan](#) (Strategic Vision and Goals)
    - ii. Check with CTE centers to share the data from their most recent Comprehensive Local Needs Assessment (CLNA) biennial report.
    - iii. Check Census data for your local area
- 4. Evaluation of Success
  - a. This section will be used in your post-IET consultation. How will you determine the success of your IET? Please include the following:
    - i. Assessment – evaluative piece to ensure students have met the objectives/outcomes.
    - ii. The percentage of students expected to earn at least one credential of value specific to the statewide career cluster.
    - iii. Did you meet the needs of diverse learners and traditionally underserved populations? (video: [Designing Quality IET Programs with Equity in Mind](#))

## **II. Learning Environment (how)**

- 1. How are training activities being provided concurrently in each component: AEL, Workforce (technical training), Work Preparation (EQS Transferable Skills)
- 2. How are the instructors co-planning to ensure your program and learning objectives are fully integrated?
  - a. Is there a regular and set time for instructors to meet and plan?
  - b. Is there a contextualized and integrated syllabus for your IET?
    - i. If yes, please attach as an appendix or add to Section VI.
- 3. What instructional delivery approach is being used?
  - a. Include:
    - i. Co-teaching/team in same space 100%
    - ii. Teach concurrently, but in separate spaces 100% of time
    - iii. Teaching concurrently sometimes in same space and some in separate space
    - iv. Technical Trainer and AEL Instructor are the same person
    - v. Each partner’s role in instruction
- 4. Counseling/Personalized Learning
  - a. Include:
    - i. Intake process
    - ii. Wrap around services and barrier removal
    - iii. Transition services
    - iv. Objectives and strategies for addressing career pathway programming

## **III. Industry pre-requisites for reading, writing, and math**

Use this space to record any industry pre-requisite math, reading, or writing skills.

#### **IV. Bridge Program**

If applicable, use this space to describe the [Bridge Program](#) you designed to upskill students or assist English Language Learners with language demands.

- Do not forget to indicate that a Bridge Program will precede this IET on the [AEL IET Registration Form](#).

#### **V. Curriculum**

1. [College and Career Readiness Standards for Adult Education](#) and/or [English Language Proficiency Standards for Adult Education](#) addressed
2. Workforce Preparation/Transferable Skills
3. What materials are being used?
4. How are the materials and standards being integrated?
  - a. Include:
    - i. Attach the program's Integrated Single Set of Learning Objectives (to request a template, contact [Linda Moreno](#))
    - ii. Determining Adequacy and Intensity: formative, benchmark, and course summative assessment (progress tracking)
  - b. Include:
    - i. Instruction rigor (content standards, technical skills, training materials to meet the demands of the field)
    - ii. Instruction based on current research (ex. science of reading or brain-based methods) - current andragogy
    - iii. Are English Language Proficiency Standards being integrated?
5. What, if any, supports are put in place to assist students who may need additional help outside of the program?
  - a. additional assistance with licensing exam preparation
  - b. additional help with language needs
  - c. students with barriers to participation

#### **VI. Supplemental Curricular Materials (optional)**

1. Sample Lesson plan
2. Sample template for collaboration on the lesson design