Integrated Education and Training (IET) in Virginia
A Technical Assistance and Resource Roadmap

The Virginia Adult Learning Resource Center
2019

Purpose of the IET Roadmap

The purpose of the IET Roadmap is to provide a consolidated set of definitions, tools, and resources for programs to plan, develop, implement, and evaluate IET programming in adult education. The Roadmap includes definitions and resources for IET, including IELCE and PluggedInVA programs.
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Part I. Definitions & Clarifications

What is Integrated Education and Training (IET)?

From the Workforce Innovation and Opportunity Act (WIOA), Title II, Sec. 203, “The term integrated education and training means 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.”

IET is the concurrent integration of standards-aligned, contextualized academic skills, workplace readiness, and simultaneous occupational training.

Meeting the Requirements for Integration

➢ An 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.

➢ 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.

What are IELCE programs under Section 243?

Integrated English Literacy and Civics Education (IELCE) may be offered as an adult education service, one of eight adult education activities and services. Programs may compete for awards to offer IELCE as a program, funded by the Section 243 allocation to states.

Under WIOA Title II Section 243, State agencies may fund local providers to offer IELCE programs. IELCE is defined in the law 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 shall 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.”

Section 243 adds the requirement that such services be offered in combination with integrated education and training activities.¹

¹ United States Department of Education, Office of Career, Technical, and Adult Education, “Building Opportunities through Integrated English Literacy and Civics Education (IELCE)”
https://www2.ed.gov/about/offices/list/ovae/pi/AdultEd/building-opportunities-ielce.pdf
The three required components of IET are defined as follows:

1. **Adult education and literacy**
   “...programs, activities, and services that include: (a) adult education, (b) literacy, (c) workplace adult education and literacy activities, (d) family literacy activities, (e) English language acquisition activities, (f) integrated English literacy and civics education, (g) workforce preparation activities, or (h) integrated education and training” (34 CFR 463.30).

2. **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, 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 that increase an individual's preparation for the workforce.
3. Workforce Training

 i. occupational skills training, including training for nontraditional employment; 
 ii. on-the-job training; 
 iii. incumbent worker training in accordance with subsection (d)(4); 
 iv. programs that combine workplace training with related instruction, which may include cooperative education programs; 
 v. training programs operated by the private sector; 
 vi. skill upgrading and retraining; 
 vii. entrepreneurial training; 
 viii. transitional jobs in accordance with subsection (d)(5); 
 ix. job readiness training provided in combination with services described in any of clauses (i) through (viii); 
 x. 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 (i) through (vii); and 
 xi. customized training conducted with a commitment by an employer or group of employers to employ an individual upon successful completion of the training.

**Final Rules Resources for WIOA**

To access the final rules of the WIOA legislation, visit [https://www.doleta.gov/wioa/Final_Rules_Resources.cfm](https://www.doleta.gov/wioa/Final_Rules_Resources.cfm)

To access the programs and activities authorized for Title II under WIOA, visit [https://www.gpo.gov/fdsys/pkg/FR-2016-08-19/pdf/2016-16049.pdf](https://www.gpo.gov/fdsys/pkg/FR-2016-08-19/pdf/2016-16049.pdf)
What is PluggedInVA?

www.pluggedinva.com

PluggedInVA (PIVA) is a career pathway program that prepares adults with the workforce training and education they will need to succeed in high-demand, high-wage careers. In partnership with local employers and postsecondary and training institutions, the program provides learners an opportunity to simultaneously complete a high school equivalency credential (when needed); earn at least one stackable digital literacy certificate, employability certificate, and industry-specific credential; and strengthen their academic and professional skills. Throughout the duration of the program, learners are in a cohort and are co-enrolled in the adult education program and a local community college or training program, earning transferable credits or training hours and stackable certifications related to a targeted industry.
Part II. Resources

What is the IET Planning Tool?

Virginia’s Office of Career, Technical, and Adult Education (CTAE) developed an IET Planning tool to support programs in their design and implementation of IET programming.

A link to a fillable version of the IET Planning tool can be found on CTAE’s website here.
What curriculum and instructional materials exist for planning and delivering contextualized instruction as a part of an IET?

The table below contains links to resources for instruction in each of the three required IET elements: adult education and literacy, workforce preparation activities, and occupational training. Also below you will find rubrics for evaluating the appropriateness of resources and training for IET and standards-based instruction (for adult education and literacy activities), and you will find a template for contextualizing and integrating the three elements of IET instruction.

Rubrics for evaluating a resource’s relevance for IET programming

The VALRC has developed two rubrics for evaluating either a resource’s or a training’s relevance for either IET or Standards-based Instruction (SBI). The rubrics do not serve to judge the quality of any resource; they offer a framework for determining a resource’s usefulness in supporting either IET or SBI initiatives.

- Rubric 1 for Online and Print Professional Development Resources
- Rubric 2 for Online and Face-to-Face Training Activities

Template for Building a Unified Competency List for IETs

The VALRC developed a simple template for programs to use when planning instruction. On page 1 are important definitions of the three required elements for IET. On page 2 is space to identify the objectives and core content areas for integration in an IET. An essential element of IET programming is a unified competency list which integrates and contextualizes academic and literacy activities with the workplace readiness activities and occupational training content and skills that learners will need to master. Click on either image for a link to the full document.
Curricular Resources for the Three Elements of an IET Program:  
Adult education & Literacy, Workplace Readiness, and Occupational Training

1. Adult Education & Literacy

College and Career Readiness Standards (CCRS), 2013  

English Language Proficiency Standards (ELPS), 2016  

VALRC Standards-Based Instructional Technical Assistance  
This page includes links to Virginia's adult education standards, the College and Career Readiness Standards for Adult Education and our Adult Education Content Standards for English for Speakers of Other Languages Instruction, along with supplemental documents and resources such as activity ideas for teaching the ESOL standards and CCRS classroom observation tools.  
https://valrc.org/learning/sbi/standards.html

2. Workforce Preparation Activities

Workplace Skills for the Commonwealth:  
Virginia’s Career and Technical Education provide research and curricular resources for workforce preparation:  

National College Transition Network: Integrating Career Awareness into the ABE & ESOL Classroom: Curriculum Guide and Modifiable Handouts  

The Integrating Career Awareness into the ABE & ESOL Classroom curriculum is a ready-to-use, flexible curriculum that prepares adult educators to incorporate career awareness and planning into their instructional and counseling activities. The lessons and handouts can be adapted for a range of students and skill levels.
The Penn State IET Library at [http://sites.psu.edu/pathwaystoemployment/](http://sites.psu.edu/pathwaystoemployment/) provides resources for building IET programs and contextualized workplace readiness curricula for adult education.


Basic Skills Curricular IET Lesson Plans for Healthcare and Manufacturing industries: [http://sites.psu.edu/pathwaystoemployment/project-resources-overviewoverview/basic-skills-curricular-resources/](http://sites.psu.edu/pathwaystoemployment/project-resources-overviewoverview/basic-skills-curricular-resources/)


**Employability Skills Framework from OCTAE**

Successful careers are built on solid personal and interpersonal skills. Defining, measuring, and building these skills—even naming them—can be challenging. In an effort to leverage and connect the efforts of policy makers, educators, and employers, the U.S. Department of Education compiled the Employability Skills Framework and developed related tools, media and resources. [https://cte.ed.gov/initiatives/employability-skills-framework](https://cte.ed.gov/initiatives/employability-skills-framework)

**Soft Skills to Pay the Bills**, U.S. Department of Labor: [https://www.dol.gov/odep/topics/youth/softskills/](https://www.dol.gov/odep/topics/youth/softskills/)

"Skills to Pay the Bills: Mastering Soft Skills for Workplace Success," is a curriculum developed by ODEP focused on teaching "soft" or workforce readiness skills to youth, including youth with disabilities. Created for youth development professionals as an introduction to workplace interpersonal and professional skills, the curriculum is targeted for youth ages 14 to 21 in both in-school and out-of-school environments. The basic structure of the program is comprised of modular, hands-on, engaging activities that focus on six key skill areas: communication, enthusiasm and attitude, teamwork, networking, problem solving and critical thinking, and professionalism. The content provides a foundation for soft skills instruction in adult contexts.


NC-NET developed this toolkit of instructional materials to support instructors as they seek to further enhance how their courses address eight employability skills competencies.
3. Occupational Training Curricular Resources

Kentucky Career Clusters Lesson Plans
https://lessonbank.kyae.ky.gov/lessons/career_clusters/
The Kentucky Skills U Lesson Bank is a repository of standards-based units and lessons created by Kentucky Skills U instructors.

Preparing English Learners for Work and Career Pathways
https://lincs.ed.gov/sites/default/files/LINCS_CLR-1_508_0.pdf
Preparing English Learners for Work and Career Pathways provides teachers and administrators with instructional tools, strategies, and resources that support career-focused, contextualized English language acquisition instruction.

LINCS Adult Education and Literacy Career Pathways Resource Collection
https://lincs.ed.gov/resource-collection?keys=&field_rcis_topic_areas_value%5B%5D=Career+Pathways
*To customize your search, in the left-side column, click “Career Pathways” under Topic Area, then scroll down and under Resource Type, click on “Instructional Material.”

*The following resources are available through the LINCS Resource Collection and are examples of the many occupational resources you can find on their site.

You may customize your search to find additional industry-specific curricular materials.

Mathematics for Manufacturing Student Workbook, 2013
This resource supports the teaching of specific education and training content that can be implemented by classroom instructors in the context of a particular career cluster.
Building Basics: ESOL Toolkit for General Construction, Landscaping, Painting, and Plumbing
VALRC
https://www.valrc.org/learning/esol/bb.html

Certified Nursing Assistant (CNA) Training Curriculum
https://sites.google.com/site/cnatrainingsite/Curriculum
This 130 hour/6 week curriculum designed for English language learners (ELL) is taken in conjunction with a Certified Nursing Assistant (CNA) training program. Students meet with their ELL instructor to review vocabulary, summarize the current unit of instruction, and complete activities to prepare them for class with the CNA instructor. The curriculum includes 11 units: (1) Introduction; (2) Safe and Clean; (3) Communication; (4) Basic Needs; (5) Personal Care; (6) Activity and Exercise; (7) Foods and Fluids; (8) Elimination; (9) Vital Signs; (10) Special Procedure; and (11) Mental Health. The program makes use of computer software that assists in pronunciation of the vocabulary.
Part III. Technical Assistance & Professional Development

What supports are available for planning and implementing IETs?

The Office of Career, Technical, and Adult Education

The staff at the CTAE office is always available by email and phone to answer questions regarding program design, funding, and program evaluation. Click here to find their contact information. Contact Jenna Kelly at jenna.kelly@doe.virginia.gov or 804-371-7852 for questions regarding career pathways.

CTAE Professional Development
http://www.doe.virginia.gov/instruction/adulted/professional_development/
This CTAE site contains information and tutorials on WIOA Performance Measures, credential attainment, reporting career and training services, and the IET Planning Tool.

The Virginia Adult Learning Resource Center
VALRC staff are also available to support program design, partnership development, and instructional planning. The full staff directory can be found here. Contact Kate Rolander at kedaly@vcu.edu or 804-827-1946 for questions regarding IET.

See the Career Pathways page for resources and IET training information.

Online and face-to-face training. VALRC offers online and face-to-face trainings to support program planning and instructional delivery for IETs and standards-based instruction. Explore training offerings in each section of the Professional Learning VALRC site and contact VALRC to join their listservs to learn about professional development opportunities.

PluggedInVA
Visit the PluggedInVA website to locate an Implementation Guide, an Instructor’s Guide, examples of industry-targeted contextualized curricula, digital literacy resources, and program planning guidance.
LINCS Courses and Resources offers Career Pathways online trainings, communities, and a bank of resources, including instructional materials and programmatic planning guidance.

**Adult Career Pathways Online Courses:**
[https://lincs.ed.gov/state-resources/federal-initiatives/adult-career-pathways/online-courses](https://lincs.ed.gov/state-resources/federal-initiatives/adult-career-pathways/online-courses)
ACP courses are available in the LINCS Learning Portal for free and take from 90 minutes to 3 hours to complete.

**Career Pathways Exchange:**
The *Career Pathways Exchange* is a free information service that consolidates and distributes career pathways-related resources, events, and information from Federal and State agencies and partner organizations. The Exchange streamlines information from multiple outlets to facilitate a deeper national dialogue on career pathways systems development and implementation. Subscribers receive email digests on topics of interest related to career pathways.

**Career Pathways Group:**
[https://community.lincs.ed.gov/group/career-pathways](https://community.lincs.ed.gov/group/career-pathways)
The group is a community of practice for practitioners, employers, researchers and policy-makers from the adult education, postsecondary education and workforce development fields to explore instructional and programmatic best practices, policies, and issues in providing career pathways services.

**Where can we find resources for building strong partnerships for an IET?**

**CLASP Memo:** “Integrated Education and Training: Model Programs for Building Career Pathways for Participants at Every Skill Level”

This memo provides guidance on the types of partners that can be engaged to build IET+S (IET + Support Services) programs that are truly parts of impactful career pathways. It also provides examples of Bridge programs, Workplace Learning programs, Pre-apprenticeship programs, IELCE programs, Corrections education, Postsecondary IET, and Out-of-School youth programming. The memo illustrates how each IET program type integrates adult education and literacy, workforce preparation, and workforce training.
Career Pathways Toolkit: An Enhanced Guide and Workbook for System Development

![Career Pathways Toolkit Diagram]

ProLiteracy Guide

A guide to help organizations explore opportunities associated with starting a workplace literacy program. Learn about practices and procedures used in a variety of workplace literacy programs and how to adapt them to fit the needs of your organization and community. This guide, while not specifically designed for IET programming, includes useful tip sheets, sample scripts for engaging partners, sample MOUs, and sample question lists for working with employer partners.
Reentry Education Toolkit
https://lincs.ed.gov/sites/default/files/LINCS_CLR-1_508_0.pdf

This tool kit offers guidelines, tools, and resources to help education providers implement the Reentry Education Framework. The Framework promotes the development of an education continuum spanning facility- and community-based reentry education programs. It has five critical components—program infrastructure, strategic partnerships, education services, transition processes, and sustainability.
Part IV. Funding and Monitoring and Evaluation

How are IET programs funded?

Visit the CTAE Grants and Funding site for grant announcements and forms.  

How are IETs evaluated? What outcomes are measured in IET programs?

Visit the Virginia CTAE Professional Development website regularly to access video tutorials on reporting career and training services and on planning for a compliant IET program.  
http://www.doe.virginia.gov/instruction/adulted/professional_development/